

IDEA Public Schools

Mission College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

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.

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

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Mission College Preparatory (Mission CP) is a 6th -12th Grade, Title I school serving 747 students located in the Rio Grande Valley of Texas. Mission CP is located in the small, primarily Hispanic, low-income community of Mission, Texas, situated about three miles from the United States-Mexico border. More than 98% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

Mission CP was founded in 2008 on the belief that, when the adults in the system get it right, each and every child, regardless of circumstance, should receive a high-quality education that prepares them for success in college and citizenship. To that end, Mission CP campus leaders hold each of its 55+ staff members accountable to meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated high school program moves students from teacher-led instruction to a student-driven program while enhancing the individualization of instruction with technology-assisted learning, character education, and extra- and co-curricular activities. The ultimate goal is to design and implement a model that gets students on-grade level in order to lead them to college preparedness.

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): Attendance was an area of concern. **Root Cause:** The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture where families saw school attendance as an option versus a necessity.

Problem Statement 2 (Prioritized): New student persistence was an area of concern for our campus. **Root Cause:** Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.

Student Learning

Student Learning Summary

IDEA Mission College Preparatory received a B (89) report card rating for the 2021-2022 school year. A few areas where our campus excelled was in the following distinction designations: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, and Postsecondary Readiness.

As a campus, our STAAR results were as follows: 82% approaches, 51% meets, and 24% masters across all grade levels and contents.

When looking at our populations who did not meet the Student Success measure, were those receiving special education services and those students who were not continuously enrolled at our campus. Overall, Mission CP struggled with achievement in math.

Mission CP has an achievement gap between the test results of all students and special education students. While this is not the first year, we struggle to close this achievement gap, it is the first time our results were in this shape. It is clear to our campus that changes need to be made to ensure all students receive the education they deserve.

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): Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 (Prioritized): TELPAS campus growth was below expectations. **Root Cause:** 1. We did not differentiate the instruction so that teachers focused on individual student needs. 2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance. 3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component.

Problem Statement 3 (Prioritized): As a campus, we struggled with mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 (Prioritized): As a campus, we struggled with AP test mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the AP exa and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

School Processes & Programs

School Processes & Programs Summary

At IDEA Mission College Preparatory, all instructional leaders are coached by a district instructional development coach as well as their school principal. This coaching process is instrumental in developing instructional leaders that are well versed in district/school priorities and normed according to district standards.

Professional development is planned by first establishing clear campus level gaps in student learning and then creating a scope and sequence to address these gaps. This is completed by instructional leaders meeting weekly to conduct structured/normed instructional observation rounds. The instructional leaders first conduct a group observation collecting low inference data and teacher/student actions. While observing, we look for where the “break” in student learning happens. Once the observation is completed, we norm as a group to provide a clear teacher action step. Then, as a team, we discuss all observations for trends so we can address at our next faculty meeting.

IDEA Mission College Preparatory offers a robust AP program. For the academic year 2021-2022, we offered 21 AP courses. For each course that is offered, students are expected to complete the AP examination at the culmination of the school year. AP teachers attended district level professional developments called “AP Share Fairs” where they were shown best practices and engagement activities to take back to their classrooms.

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): An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description. **Root Cause:** 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 2 (Prioritized): Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Perceptions

Perceptions Summary

At IDEA Mission College Preparatory, we pride ourselves on our college going identity. For the last 11 years, 100% of our senior classes have matriculated to college. The current dropout rate for the 2021-2022 school year was _____ and our graduation rate was _____.

One way we measure parent/guardian participation rates is by overall family attendance. For the 2021-2022 school year, our overall family participation average for school events (Welcome to IDEA, Curriculum Night, End of Year Ceremonies, Fall Festival, Winter Festival) was 67%.

One barrier that prevented participation by parents/guardians at our 2021-2022 beginning of year school events was the COVID pandemic. Due to fear/restrictions, our campus outreach events such as Meet the Teacher Nights and Report Card Nights saw a significant reduction in family involvement and participation.

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): We have struggled with parental involvement, and their inability to attend school functions. **Root Cause:** 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Problem Statement 2 (Prioritized): During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses. **Root Cause:** 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.

Priority Problem Statements

Problem Statement 1: New student persistence was an area of concern for our campus.

Root Cause 1: Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning.

Root Cause 2: a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TELPAS campus growth was below expectations.

Root Cause 3: 1. We did not differentiate the instruction so that teachers focused on individual student needs. 2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance. 3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we struggled with mastery scores across grade levels and content.

Root Cause 4: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As a campus, we struggled with AP test mastery scores across grade levels and content.

Root Cause 5: 1. Teachers struggled to fully internalize the AP exam and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We have struggled with parental involvement, and their inability to attend school functions.

Root Cause 6: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses.

Root Cause 7: 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Attendance was an area of concern.

Root Cause 8: The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture where families saw school attendance as an option versus a necessity.

Problem Statement 8 Areas: Demographics

Problem Statement 9: An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description.

Root Cause 9: 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development.

Root Cause 10: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

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

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 1, 2022, IDEA Mission College Prep will fill all vacant positions with highly qualified individuals.

High Priority

Evaluation Data Sources: HR recommendations

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|--|--|-----|-----------|
| <p>Strategy 1: IDEA College Prep Mission will recruit highly effective teachers by ensuring that hiring staff use rubric and interview questions with fidelity.</p> <p>Strategy's Expected Result/Impact: The expected result and impact will be to create a school of high performing teachers who establish student success and continue to return year after year.</p> <p>Staff Responsible for Monitoring: All instructional staff.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% |  50% | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description. Root Cause: 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.</p> <p>Problem Statement 2: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. Root Cause: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.</p> |

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2023, 90% of students will achieve approaches on their end of year assessments.

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: IDEA College Prep Mission will assess academic achievement for each student in the school in domains 1-3 by June 2023.</p> <p>Strategy's Expected Result/Impact: The expected impact will be student mastery and growth progress. This growth and progress will set students up for success in college and beyond.</p> <p>Staff Responsible for Monitoring: All instructional staff.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. Root Cause: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.</p> |

Goal 3: IDEA achieves an A rating

Performance Objective 1: By January 2023, IDEA College Prep Mission will increase the number of students meeting CCMR requirements by 50%.

High Priority

HB3 Goal

Evaluation Data Sources: ACT and TSI assessments

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: 100% of seniors will attend targeted ACT Bootcamp and TSI tutorials over the course of the academic school year after data assessment of low performing standards.</p> <p>Strategy's Expected Result/Impact: These tutorials will address specific gaps in student learning to ensure student growth and progress leading to student mastery.</p> <p>Staff Responsible for Monitoring: All instructional staff.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3, 4</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. Root Cause: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.</p> <p>Problem Statement 4: As a campus, we struggled with AP test mastery scores across grade levels and content. Root Cause: 1. Teachers struggled to fully internalize the AP exa and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.</p> |

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, the percent of SPED students passing EOC and STAAR assessments will increase by 10%.

High Priority

Evaluation Data Sources: EOC and STAAR examinations

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: General Education teacher and SPED teacher will collaborate to discuss progress and areas of success and weakness of SPED students progress in the classroom.</p> <p>Strategy's Expected Result/Impact: The expected result and impact will be for 100% of SPED students to be accommodated for student mastery.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. Root Cause: a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.</p> |

Goal 3: IDEA achieves an A rating

Performance Objective 3: By May 2023, 100% of IDEA College Prep Mission physical education students will earn 900 MVPA, moderate to vigorous physical activity, minutes.

High Priority

Evaluation Data Sources: MVPA data collected from physical education watches.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: All College Prep coaches will individually track student progress in order to meet the 100% student compliance goal. Coaches will assist with motivation and parental involvement for any students who are not meeting the goal at different checkpoints throughout the academic year.</p> <p>Strategy's Expected Result/Impact: The expected result and impact will be for 100% of College Prep physical education students to meet their goal of 900 MVPA minutes achieved.</p> <p>Staff Responsible for Monitoring: College Prep coaches: Nathan Henderson, Nefi Pereira, Mark Saenz</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. Root Cause: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.</p> |

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students who receive a behavior infraction will participate in a restorative circle.

High Priority

Evaluation Data Sources: Campus Restorative Behavior Plan Guidelines

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Train 100% of teachers to use the Restorative Behavior Plan with fidelity.</p> <p>Strategy's Expected Result/Impact: With teacher fidelity, the restorative behavior plan allows for student behavior issues to subside. Students are given the arena to talk about their issues and resolve them in a safe a caring environment.</p> <p>Staff Responsible for Monitoring: All instructional staff and school counselor.</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 2: During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses. Root Cause: 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.</p> |

Goal 4: Increase student daily attendance

Performance Objective 2: Average Daily Attendance will be at 97% by February 1st, 2023

High Priority

Evaluation Data Sources: Official Attendance Taking Period reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: IDEA College Prep Mission will reach out to 100% of parents whose children are absent or tardy for the school day.</p> <p>Strategy's Expected Result/Impact: With this increase of communication, teachers and administrators will be able to communicate the importance of attendance and provide parents with information that is going on at school to encourage them to bring their children to school each and every day.</p> <p>Staff Responsible for Monitoring: All instructional staff, Registrar, and Assistant Principal of Operations.</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Attendance was an area of concern. Root Cause: The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture where families saw school attendance as an option versus a necessity.</p> |
| Perceptions |
| <p>Problem Statement 1: We have struggled with parental involvement, and their inability to attend school functions. Root Cause: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.</p> |

Goal 5: Increase student persistence

Performance Objective 1: By June 2022, IDEA Mission College Prep will meet the 90% persistence goal.

High Priority

Evaluation Data Sources: % of students who decide to leave IDEA Mission College Prep

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: IDEA Mission College Prep will hold at least 1 campus wide event each month to encourage community and family involvement.</p> <p>Strategy's Expected Result/Impact: These events will build a sense of team and family and both students and parents will want to persist with IDEA Mission until graduation.</p> <p>Staff Responsible for Monitoring: All staff operational and instructional.</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 2: New student persistence was an area of concern for our campus. Root Cause: Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.</p> |
| Perceptions |
| <p>Problem Statement 1: We have struggled with parental involvement, and their inability to attend school functions. Root Cause: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.</p> |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|--------------------------------|----------------|------------|
| | COLLEGE COUNSELOR | | 1 |
| | DIRECTOR OF COLLEGE COUNSELING | | 1 |
| | INTERVENTIONIST | | 1 |
| | SR. COLLEGE COUNSELOR | | 1 |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------|-----------------------------|------------------------------------|
| Administrator | Christopher Gomez | Assistant Principal of Instruction |
| Administrator | Fabiola Cantu | Assistant Principal of Instruction |
| Administrator | Anaid Stephens | Assistant Principal of Instruction |
| Administrator | Christina Cavazos-Escamilla | Executive Principal |
| Classroom Teacher | Karen Prewitt | AP Mathematics Teacher |
| Classroom Teacher | Alejandro Villa | AP Humanities Teacher |
| Classroom Teacher | Brailin Paulino | English I Teacher |
| Classroom Teacher | Ana Ramirez | Special Education Teacher |
| Classroom Teacher | Anna Botello | Middle School Mathematics Teacher |
| Classroom Teacher | Marla Salinas | Interventionist |
| Administrator | Maria Charles | Principal in Residence |

Addendums

Master CNA & SAIP Reporting Checklist

| 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 <u>percentage</u> 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 <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. 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: 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 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. | 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 <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. | Complete | | 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 | |

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

| | | | | | | |
|--|------------------------------|------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|
| Data Source: CSI | | | | | | |
| % Meeting CSI Goal | Reading CP CSI | | | | | |
| % CSI (EOY Ren.) | 50% | | | | | |
| % of CSI Passing STAAR | 43% | | | | | |
| % of SPED Passing STAAR | 42% | | | | | |
| Data Source: STAAR | | | | | | |
| | STAAR Reading 6th | STAAR Reading 7th | STAAR Reading 8th | STAAR Writing 7th | English I EOC | English II EOC |
| % Approaches | 66 | 90 | 94 | | 77 | 91 |
| % Meets | 44 | 65 | 73 | | 62 | 74 |
| % Masters | 16 | 40 | 55 | | 17 | 11 |
| % Student Achievement Average | 42 | 65 | 74 | | 52 | 59 |
| Data Source: AP/IB/Elective | | | | | | |
| AP Scores | Pass AP Lit | Pass AP Lang | IB Scores | IB Group 1 | % Royal Readers | % Word Master |
| % Score 1 | 62% | 65% | % Score 1-3 | | | |
| % Score 2 | 20% | 23% | % Score 4-5 | | | |
| % Score 3+ | 17% | 12% | % Score 6-7 | | | |
| | | | | | RR Goal Met/Not Met | WM Goal Met/Not Met |
| | | | | | | |

| Reflections | |
|-------------------|---------------|
| Areas of Strength | Areas of Need |

| | |
|---|---|
| <p>1. 8th Grade Reading was an overall area of strength for the campus. Leader actions that attributed to this success were that ELA was a campus priority due to having new teachers in 3rd-8th grade. Aside from ELA being a campus priority, lesson internalizations, dress rehearsals and tight loop coaching were all implemented early in the school year. Our 8th grade teacher, Amanda Munoz went all in with ensuring that lesson internalizations were completed with additional scripted CFUs to push critical thinking skills. As a result, students were challenged to analyze texts beyond a superficial level.</p> | <p>1. Due to unforeseen circumstances, 6th grade ELA was left for an extended teacher vacancy. Once teacher was hired, teacher struggled with internalizing TEK and integrating lesson with wit and wisdom.</p> |
| <p>2. 10th grade EOC II was an area of success due to teacher actions. Teacher incorporated hands on engaging activities, centers and groups to solidify student mastery and practice. Teacher created a weekly rotation between writing and reading followed by comprehensive review including both reading and writing. Students were able to directly see the connection between reading and writing. Lastly, there was consistent teacher and leader weekly data check-ins.</p> | <p>2. 11th Grade AP Language was a campus area of need due to teacher being out on maternity leave. During teacher's maternity leave, we struggled finding a strong substitute to deliver purposeful lessons. In addition to teacher being out, leader who managed teacher was also out on maternity leave, therefore causing additional instability for the subject. Overall, the biggest obstacle that arose from lack of teacher presence led to lack of student</p> |
| <p>3. 7th Grade ELA TEK internalization submerged with Wit and Wisdom was an area of strength for the campus. Throughout the year both teachers attended various trainings such as district lead trainings, Lead4ward trainings, TEK based training, as well as various manager lead trainings where both leader and teacher were able to breakdown the TEK and align TEK with Wit and Wisdom. Teachers consistently internalized the lesson the lesson and submitted them and received feedback. With these internalized lessons, teachers created engaging lesson plans and tracked student success.</p> | <p>3. 9th Grade ELA was a campus area of need due overl lack of teacher investment. Examples of lack of teacher investment range from effective lesson planning, student conferencing, effective active monitoring and engagement strategies.</p> |

IDEA College Preparatory Mission

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

| | STAAR Math 6th | STAAR Math 7th | STAAR Alg I | Math CP CSI Pass STAAR | Math CP SPED Pass STAAR |
|-------------------------------------|-------------------|-------------------|----------------|---------------------------|----------------------------|
| % Approaches | 55 | 70 | 76 | 53% | 30% |
| % Meets | 18 | 30 | 42 | | |
| % Masters | 5 | 14 | 30 | | |
| % Student Achievement Average | 18 | 38 | 49 | | |

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 | 89% | N/A | 83% | % Score 1-3 | |
| % Score 2 | 7% | N/A | 8% | % Score 4-5 | |
| % Score 3+ | 4% | N/A | 10% | % Score 6-7 | |

Reflections

| Areas of Strength | Areas of Need |
|--|---|
| 1. Algebra 1 began as an area of need for the campus because we lost our teacher prior to the beginning of the school year leaving us with a vacancy for an extended period of time. Once we were able to secure a teacher, she was new to the profession therefore lacked a skill set to be successful. Leader prioritized move in into the classroom to model and co-teach with teacher leading to significant teacher and student growth. □ | 1. 6th Math. Throughout the year teacher did not master teaching on a conceptual level. Teacher used a limited number of resources to plan engaging lessons. |
| 2. Pre-Algebra Throughout the year teacher consistently internalize the lessons and created multiple opportunities for students to master the content. | 2. AP Calculus was an area of need due to teacher struggling with transitioning from 6th Math Grade to an AP Calculus course. Teacher had to learn and internalize content material which led to gap in teaching. |
| 3. AP Prob. & Statistics is a highlight at our campus. One reason for this is our teacher's ability to start instruction from the foundational skills necessary for student success. She has a way to scaffold and then build up student practices to gain student achievement. Lastly, student investment is established with engaging lessons and hands on activities. | 3. SPED as a whole has been an area of concern for our campus for the past few years. Due to unforeseen circumstances, we ended up with a teacher vacancy that lasted the entire year. Given the state of affairs, it was very challenging to provide the adequate support to close gaps. |

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

| | 6th Grade EOY Assessment | 7th Grade EOY Assessment |
|-----------|--------------------------------|--------------------------------|
| % Passing | 63 | 97 |

Data Source: STAAR

| | STAAR 8th Science | STAAR Biology |
|-------------------------------------|----------------------|------------------|
| % Approaches | | 86 |
| % Meets | | 59 |
| % Masters | | 19 |
| % Student Achievement Average | | 51 |

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 | 72% | 92% | 58% | 79% | | |
| % Score 2 | 14% | 8% | 25% | 18% | | |
| % Score 3+ | 14% | 0 | 17% | 2% | | |

Reflections

| Areas of Strength | Areas of Need |
|---|--|
| <p>1 Biology (8th grade) was an area of strength due to teacher being an expert in the content. Besides her strong content knowledge background, teacher prioritized building relationships with students. These strong relationships were key to her success.□</p> | <p>1. Although Biology (8th grade) approaches scores were an area of strength, the masters scores are an area of need. Although teacher was able to scaffold material to ensure students were able to close their achievement gaps. She struggled with being able to build up the rigor and build critical thinking skills for our scholars.</p> |
| <p>2 7th Science Teacher had a high proficiency in content knowledge therefore, teacher was able to scaffold effectively to build student knowledge and skill.</p> | <p>2 6th Grade Science was an area of need due to teacher being new to the content and grade level. Teacher struggles in executing effective engaging lessons where students are able to apply the knowledge they learn in class. Teacher does not provide enough hands on opportunities like labs for students to be able to critically think and demonstrate deep understanding of topics.</p> |

3. Physics has been an area of success for our campus. One reason for this has been the consistency of Saturday tutoring. Not only did they happen with fidelity, but students were engaged with rigorous labs that helped increase mastery.

3. AP chemistry has been an area of need due to teacher pedagogy. Teacher struggles in executing effective engaging lessons where students are able to apply AP level knowledge they learn in class. Teacher does not provide enough hands on opportunities like labs for students to be able to critically think and demonstrate deep understanding of topics.

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

| | 6th Grade EOY Assessment | 7th Grade EOY Assessment | |
|------------------|--------------------------------|--------------------------------|--|
| % Passing | 98 | 97 | |

Data Source: STAAR

| | STAAR 8th US History | EOC US History | |
|--|-------------------------|-------------------|--|
| % Approaches | 87 | 95 | |
| % Meets | 44 | 82 | |
| % Masters | 30 | 41 | |
| % Student Achievement Average | 54 | 73 | |

Data Source: AP/IB

| AP Scores | 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 | 77% | 75% | 92% | 69% | 79% | % Score 1-3 | |
| % Score 2 | 8% | 16% | 6% | 24% | 14% | % Score 4-5 | |
| % Score 3+ | 15% | 9% | 2% | 7% | 8% | % Score 6-7 | |

Reflections

| Areas of Strength | Areas of Need |
|--|---|
| <p>1 Due to unforeseen circumstances towards the latter part of the school year, 11th grade US History was left with a teacher vacancy until almost the end of the school year. However, this ended up being an area of strength as both leader who managed teacher moved in and taught the course for some time as well as the highest performing students in the grade level taking ownership of creating daily lessons and delivering them in the presence of a permanent substitute. This model created a high investment amongst the 11th grade students as the students had to take a lot of ownerships in their learning. Students were able to be successful and demonstrated that during their STAAR EOC.</p> | <p>1. Although 11th grade students were able to be very successful in the US History STAAR EOC, the same was not true for AP US History. Although students were able to internalize much of the STAAR EOC content, the rigor of the EOC in comparison to the AP exam are highly contrasting. Due to the teacher vacancy, students were not able to master the vast amount of content seen in the AP US History.</p> |

2. 8th Grade US History was an area of strength this year, even though teacher did not meet 90/60/30 when comparing his scores with the district, teacher ranked third place overall. Teacher builds strong relationships with students which in turn positively impact his overall passing scores.

2. An area of need for 8th grade US History would be his meets scores, only 44% of students met for his STAAR exam. A factor that contributes to this is the lack of rigor. Most of the independent practice that students engage with is low rigor and does not necessarily require critical thinking skills. Therefore, when students encounter higher order questions on the STAAR exam, they are unable to apply the basic knowledge they have learned throughout the year.

3 AP Human Geography was an area of strength for the campus. Teacher was consistently focusing on both knowledge and application in his daily lessons. Students were expected to write on a daily basis strengthening their critical thinking skills by having to consistently justify their reasoning. Teacher had a variety of engagement strategies and provided ample opportunities for collaboration amongst students.

3 AP Government was an area of need for the school. Teacher was new to the content and AP classroom. One area in which the teacher struggled was ensuring students were internalizing the material being taught by being able to apply it to AP rigor style questions.

IDEA College Preparatory Mission

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 | 3.66% | 15.93% | 7.31% | 3.65% | 35% |
| % Intermediate | 16.45% | 43.86% | 32.64% | 25.00% | 35% |
| % Advanced | 35.25% | 35.51% | 28.98% | 36.20% | 35% |
| % Advanced High | 44.65% | 4.70% | 31.07% | 35.16% | 35% |

Reflection

| Areas of Strength | Areas of Need |
|--|--|
| 1. 100% of EL students were administered the exam. | 1. We did not do a good job of differentiating the instruction so that teachers focused on individual student needs. |
| 2. The teacher and administrator communication and partnership during the planning and administration phrases helped improve scores. | 2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance. |
| 3. Our highest percentage breakdowns were on the advanced high levels for 3 out of the 4 components. | 3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component. |

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

| Matriculation % | Matriculation % 4 year | Matriculation % 2 year | Tier 1/2 % Acceptances | Tier 1/2 % Matriculation | |
|---------------------------|---------------------------|---------------------------|---------------------------|-----------------------------|----------------------------------|
| 100% | 65% | 35% | 94% | 27% | |
| Tier 1 % Matriculation | Tier 2 % Matriculation | Tier 3 % Matriculation | Tier 4 % Matriculation | Senior Class CCMR % | Senior Class TSI Completion % |
| 7% | 20% | 0% | 73% | | 57% |

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 |
|-----------------------------|-----------------------------|---|--|-------------------------|---------------------------|
| 18% | 19% | | | | 96% |

Reflections

| Areas of Strength | Areas of Need |
|-----------------------------|---|
| 1. T1/T2 Acceptance | 1. ACT Average |
| 2. T1/T2 Matriculation | 2. TSI Completion |
| 3. Matriculation confidence | 3. Two year matriculation 100% got in to a 4 year school but 35% chose to go to a 2 year college. |

IDEA College Preparatory Mission

| Comprehensive Needs Assessment | |
|--|----------------|
| COLLEGE PREP | |
| Staff Quality, Recruitment, Retention | |
| | Percentage |
| % School Lead Team Retention | 100% |
| % Instructional Support Retention | 100% |
| % Teacher Retention | 86% |
| % Campus Support Retention | 100%% |
| % SPED Certified Teachers | 100% |
| % State/National Certified Teachers | 5% |
| % State Certified Leaders | 0% |
| % State/Board certified Counselors | 0% |
| Number of teacher applicants per 2020-21 school year | 3+ applicants% |



| Reflections | |
|---|--|
| Areas of Strength | Areas of Need |
| 1. School Lead Team Retention was high. | 1. We have few certified state teachers. |
| 2. Teacher retention was close, but we met the goal of 85%. | 2. We have zero nationally certified teachers. |
| 3 Campus Support retention was high . | 3. We currently have 0 state board certified counselors. |

IDEA College Preparatory Mission

| Comprehensive Needs Assessment College Prep | |
|--|----------|
| Data Source: School Culture and Climate | |
| | Campus % |
| % Average Daily Attendance | 92% |
| % Overall Persistence | 96% |
| % New Student Persistence | 85% |
| # of Admin Withdrawals/ Level 3 Offenses | 5 |
| % SPED | 6% |
| % ELL | 50% |
| % Eco Dis | 95% |
| % Migrant | 1% |
| % Race: American-Indian- Alaska-Native | 0% |
| % Asian | 1% |
| % White-Hispanic | 98% |
| % Multi | 1% |
| % Black-African-American | 0% |
| % Native-Hawaiian-Pacific- Islander | 0% |
| % White | 2% |
| % Male | 50% |
| % Female | 50% |

| Data Source: School Culture and Climate | |
|--|--|
| Reflections | |
| Areas of Strength | Areas of Need |
| 1. We are projected to meet our overall persistence. | 1. We struggled to get students to school each day. |
| 2 | 2. We did not do enough onboarding of new families; as a result, we did not have new students persist in the numbers we had hoped for. |
| 3 | 3 Vaping was an issue and so we did more admin withdrawals than had been the case before. |

IDEA College Preparatory Mission

| Comprehensive Needs Assessment | |
|---|------------|
| COLLEGE PREP | |
| Data Source: Family and Community Involvement | |
| | Percentage |
| % Families Attended WTI | 52% |
| % Families Attended Curriculum Night | 50% |
| % Families Who Attended EOY Ceremonies | 90% |
| % Families who attended Fall Festival | 75% |
| % Families who attended Winter Festival | 70% |
| % Families who attended Spring Festival | n/a |

| Reflections | |
|---|--|
| Areas of Strength | Areas of Need |
| 1. We were still holding events (either virtually or in person) even though COVID restrictions facilitated innovative ways around doing the events. | 1. Sometimes our communication for events was minimal (or too late) causing fewer families to show than we had hoped. |
| 2. We received over 90% positive feedback on all events where feedback was solicited. | 2. We did not survey or ask families for feedback on the types of events that would be meaningful to them. All of the events that were held were administrator driven. |
| 3. We were able to solidify some new traditions that many felt proud and excited about. | 3. We need to do a better job of creating more proactive mechanisms to have a better turnout for Welcome to |