IDEA Public Schools

Montopolis 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 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

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff professional development execution does provide teachers with the skills to execute a diverse classroom **Root Cause:** Staff development does not come from experts in the area of concern Staff development meetings did not allow enough time for staff to practice their new learnings Staff development trainings were not differentiated to meet different teacher needs

Problem Statement 2 (Prioritized): Curriculum available for staff does not provide the scaffolding for all contents to close previous year gaps before moving into grade level content. **Root Cause:** All staff are at different proficiency levels which impacts some of their ability to integrate scaffolded material.

Priority Problem Statements

Problem Statement 1: Special Education scholars are not meeting their personal goal or campus goal.

Root Cause 1: Special Education teachers did not receive efficient content aligned trainings. Special Education teachers and core teachers did not have enough opportunities to co-plan. Instructional Coaching lacked the skills to coach and develop their core teachers on how to differentiate instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students between grades 6-12 are not all hitting approaching grade level for Math

Root Cause 2: Students lack the foundational math skills needed to meet the grade level expectation students struggle with basic manipulation of numbers students struggle with multi -step problems

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff professional development execution does provide teachers with the skills to execute a diverse classroom

Root Cause 3: Staff development does not come from experts in the area of concern Staff development meetings did not allow enough time for staff to practice their new learnings Staff development trainings were not differentiated to meet different teacher needs

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Fidelity to the curriculum is not meeting the needs of all scholars.

Root Cause 4: Instructional leaders struggle with coaching teachers on how to differentiate the curriculum for all scholars The curriculum does not include modifications for all subpopulations

Problem Statement 4 Areas: Perceptions

Problem Statement 5: CSI scholars which are 2 or more years behind in Reading and Math did not receive small group instruction or additional instructional to close their individual gaps.

Root Cause 5: The number of CSI scholars were unable to be served by the one CSI teacher for both Reading and Math

Problem Statement 5 Areas: Demographics

Problem Statement 6: AP scholars struggle reading literature and completing FRQ at the AP Level

Root Cause 6: Leaders did not hold teachers accountable to the use of District curriculum which provides Pre-AP alignment

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Curriculum available for staff does not provide the scaffolding for all contents to close previous year gaps before moving into grade level content.

Root Cause 7: All staff are at different proficiency levels which impacts some of their ability to integrate scaffolded material.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Bi-Weekly virtual Course Collaboration does not effectively develop teacher crafts along with curriculum corner.

Root Cause 8: Virtual trainings and self-development on how to use "district curriculum" continues to be a struggle for new teacher and leaders. Navigating the tools and collaborating virtually does not meet the individual learning needs of the adults in front of our kids.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention by 14% points

    Evaluation Data Sources: weekly tactical updates and teacher monthly touchpoints

Strategy 1 Details	Reviews			
Strategy 1: monthly touchpoints with all staff	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of high school scholars will meet CCMR

    HB3 Goal

    Evaluation Data Sources: TSI benchmarks, ACT testing

Strategy 1 Details			Reviews			
Strategy 1: ACT and TSI bootcamps monthly			**Formative**			**Summative**
Funding Sources: - Federal Grant - $82,000.01, - Federal Grant - $57,000, - Federal Grant - $68,000			**Oct**	**Jan**	**Mar**	**June**
			100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 3: IDEA achieves an A rating

Performance Objective 1: Staff will actively monitor and respond to special populations scholar data

Strategy 1 Details	Reviews			
Strategy 1: train staff on special pop tracking and how to meet scholar individual needs	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: build partnerships with families around ADA and the impact on our mission of college for their scholar

    Evaluation Data Sources: daily ADA calls and tracking, At-risk tracker next steps

Strategy 1 Details	Reviews			
Strategy 1: schedule monthly townhalls, parent calls weekly	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	

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

Goal 5: Increase student persistence

Performance Objective 1: 90% of students achieve fitness ambassador status and campus hold socioemotional, bully, violence prevention assemblies.

    Evaluation Data Sources: tracking minutes in PE, monthly awareness events

Strategy 1 Details		Reviews			
Strategy 1: hold weekly check ins with coach to identify if we are on track and next steps, schedule awareness events in advance		**Formative**			**Summative**
		Oct	Jan	Mar	June
		100%	100%	100%	
Strategy 2 Details		**Reviews**			
Strategy 2: Hold monthly strategy meetings with CCT		**Formative**			**Summative**
		Oct	Jan	Mar	June
		0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	RTTC I TEACHER 9TH GRADE		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$82,000.01
2	1	1			$57,000.00
2	1	1			$68,000.00
				Sub-Total	$207,000.01

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%

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

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APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
4d,4 E,	Improving students' reading comprehesion using seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying questioning, searching-selecting, summarizing, and visualizing-organizing	AR, ELL, SE, S,	ALL	API, ELA CTL	08/20-05/22	All staff	Walk-throughs, lesson plans, anchor charts	Unit Exams, Semester Exams, 2022 STAAR, BWA
4E, 3A	Campus wide vocabulary Focus -	ELL, AR, SE	ALL	API, ELA CTL	08/20-05/22	All staff	Walk-throughs, lesson plans, anchor charts	Unit Exams, Semester Exams, 2022 STAAR, BWA
1B 1C	School Wide Awards Assembly	O	ALL	ALL	08/20-05/22	All staff	Presentation Slides	Reflection and Survey results
5D, 5A 5B 4B	Use APEX as part of our intervention for STAAR reinforcement and credit recovery	S	ALL	Interventionist; SSA, API, DCC	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
4b 4E 4D 6A	Use Expressive Writing in Writing Intervention class that is for all 7th grade students	R, S, ELL	ALL	Interventionist; SSA, API, DCC	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
4b 4E 4D 6A	Intervention-structured small group classes for CSI students	S, ELL, SE	low and bubble	Interventionist; teachers, API	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
6A 6E 5E 5B	RTI Committee	S, EL,AR	ALL	Interventionist, AC, API	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR

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5A 5C	Reading Mastery Machine (6-8th grades)	S	ALL	Reading Teachers, API	08/20-05/22	Reading teacher (6, 7, 8)	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
5A 5B5 B D	At- Risk Meetings	S, AR, ELL, ED, SE	low and bubble and socio-emotional, high attendance	Grade team, API, Counselors	08/20-05/22	All CP Staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR
4D 4c 4b	Math Bootcamp review before the STAAR exams	S	ALL	Math Teacher, Math CTL	08/20-05/22	All CP Staff	Walk-throughs, data trackers	Unit Exams, Semester Exams, 2022 STAAR
4D 4c 4b	Writing Bootcamp review before the STAAR exams	S	ALL	Writing Teacher, ELA API	08/20-05/22	All CP Staff	Walk-throughs, data trackers	Unit Exams, Semester Exams, 2022 STAAR
5a 5c 5d 1b 1c 2b	Instructional coaching/ Data conversations	S	ALL	Lead team	10/20-05/22	All CP Staff	Check-ins, data trackers	Unit Exams, Semester Exams, 2022 STAAR
5a 5c 5d 1b 1c 2b	Leadership Professional Development	O	ALL	Principal and RDIC	08/20-05/22	All Lead team	APR	Weekly

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5a 5c 5d 1b 1c 2b	Student of week	O	ALL	All Staff	08/20-05/22	All CP Staff	ADA	ADA
5a 5c 5d 1b 1c 2b	Remind notifications and TEAMS	O	ALL	All Staff	08/20-05/22	All CP Staff	Student success advisor	Daily
5a 5c 5d 1b 1c 2b	Parent Conferences	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	Home Visits	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	After school Enrichment Programs	O	ALL	21st Century, API, AC	08/20-05/22	21st Century Staff, after school club sponsors	Lesson Plans; student performances	Monthy

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5a 5c 5d 1b 1c 2b	Positive Phone Call Log	O	ALL	All Staff	08/20-05/22	All CP Staff	Phone Logs		Weekly
6f 6e	Staff Team and Family Outings	O	ALL	All Staff	08/20-05/22	All CP Staff	Calendar invites		Quarterly
6f 6e	Teacher of the Month	O	ALL	All Staff	08/20-05/22	All CP Staff	Tactical notes, FB/PW Posts		Weekly
1b 1c	Monthly Pep Rallies	O	ALL	All Staff	08/20-05/22	All CP Staff	FB/PW Posts		Monthly
3c 4e	ACT Prep course	A	ALL	Interventionist, CC	08/20-5/22	APEX	Students assigned to class		monthly
4e 3c	Counseling Family Office Hours	O	ALL	College counselors	11/20-5/22	College counselors	Reminds		Weekly
1b 1c	Grade team town hall	O	ALL	Grade teams	11/20-5/22	All CP Staff	Reminds/Blue Jeans		Monthly
1b 1c 2b	Lead Team town hall	O	ALL	Lead team	11/20-5/22	Lead team	Reminds/Blue Jeans		Monthly

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

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

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

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	14.29%				
% of CSI Passing STAAR					
% of SPED Passing STAAR	65				

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	83	88	85		74	89
% Meets	51	62	62		66%	67%
% Masters	23	42	41		21%	9%
% Student Achievement Average	52	64	63		54%	55%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	74	58	% Score 1-3		64	22
% Score 2	16	36	% Score 4-5			
% Score 3+	10	4	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
100% of ELA Teachers were proficient or above in writing exemplar responses and pre- identifying the misconception.	ELA Team will identify and create vertical aligned anchor charts for STAAR and AP ELA at BOY during 1st content team meeting (example: Thinking Jobs, How to summarize a paragrah, Annotations)
Identifyng annotation criteria for mastery for passage and question.	ELA will start Monitoring Quality of Student work with tracker week 3 of school by planning during first two weeks of school.

100% of ELA teachers have build strong relationships with scholars and invested scholars in their reading and writing goals.	ELA create standard writing criteria for mastery by grade level that vertically aligns and builds the rigor from 6th -12th grade during BOY content team time.

MONTOPOLIS

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Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	74	59	95	
% Meets	43	40	56	
% Masters	16	13	32	
% Student Achievement Average	44	37	61	

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	75		96	**% Score 1-3**	
% Score 2	19		2	**% Score 4-5**	
% Score 3+	6		2	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Vertical alignment.	Math Team will identify and create vertical aligned anchor charts During BOY 1st content team meeting (example: Annotations, Solving equations, combinding like terms, Need to know equations)
Collaboration and regular math meetings. Communication.	Math Team will complete Backwards planning session to Exam and EOC during BOY led by Instructional Coach.
Learning time outside of class.	Math Team will have one content meeting in September with the focus of implementing effective and proactive IEP for special education students. Lead by content Lead

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Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	81	94					
Data Source: STAAR							
	STAAR 8th Science	**STAAR Biology**					
% Approaches	78	83					
% Meets	40	50					
% Masters	18	9					
% Student Achievement Average	45	47					
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	63%	75%			**% Score 1-3**		
% Score 2	30%	19%			**% Score 4-5**		
% Score 3+	5%	6%			**% Score 6-7**		

Reflections	
Areas of Strength	**Areas of Need**
Efficient lesson planning with teachers targeting misconceptions in lessons plans	Variety of instructional strategies and interventions in the classroom. Content Leader and Instructional coach will provide various methods of learning for scholars and provide accomodation and modification for sub-pop groups. Beginning Q2.
Exceptional relationship building with students by all science teachers.	Science team will provide college ready literacy opportunities twice a month, throught articles, science projects, and other resources.
Making data driven decisions to close gaps.	Science team will Tighten classroom management across Science classrooms by being rated proficient in GET 2A, 2B, 2C by Instructional

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Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	**100**	**98**	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	63	99	
% Meets	34	92	
% Masters	21	83	
% Student Achievement Average	39	88	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	82	61	77	77	91	**% Score 1-3**	
% Score 2	11	27	16	11	8	**% Score 4-5**	
% Score 3+	7	9	7	12	1	**% Score 6-7**	

Reflections		
Areas of Strength	**Areas of Need**	
Joy within the classroom	Aggressive monitoring	
Content Vertical alignment across grade levels	Data Tracking-student tracking with investment	
Improved culture of student writing.	Teaching Time Management for students on AP/STAAR testing	

Campus Name

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	1	25	4	3	40
% Intermediate	9	35	17	10	
% Advanced	38	45	32	37	
% Advanced High	52	7	47	50	

Reflection	
Areas of Strength	**Areas of Need**
Scholar ongoing ability to advocate for self and ensure they receieve the support they need from staff.	Teachers and staff build scholar confidence and participation by incoporating more time in/out of class to utilize spanish-english dictionary weekly, starting Q1.
Scholar learned awareness of school expectations, and resrouces, and their ability to work alongisde peers to accomplish tasks.	Testing Coordinator and EL Coordinator will communicate to families the importance and purpose of TELPAS to build investment in scholars, starting October.
Scholar ability to connect assignments to express their culture, stories, or current events.	Testing Coordinator and EL Coordinator will communicate scholar English speaking level during BOY to teachers and provide accomodations for students.

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
	75	14	50%	20	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
6%	12%	37%	37%	60%	49%
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**
17%	14%	28%	NA	NA	100%

Reflections	
Areas of Strength	**Areas of Need**
1. Strong college-going identity scholar preparation.	1. Rigourous curriculum for ACT and TSI testing for better CCMR outcomes.
2. Increase in performance from AP Instructors indicated by AP Scholars (16--> 28).	2. Increase amount of college applications transmitted to univeristies for increase in 4-year institution acceptances.
3. Strong Match & Fit Conversations as indicated through high Tier I/II Acceptances	3. Increase family engaemnet in college-going process.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	11%
% Instructional Support Retention	100%
% Teacher Retention	69%
% Campus Support Retention	100%
% SPED Certified Teachers	32%
% State/National Certified Teachers	12%
% State Certified Leaders	6%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	1875%

Reflections	
Areas of Strength	**Areas of Need**
1 Core content teachers who stayed are intvested in IDEA through leadership, such as: content lead, grade team lead,	1 Lack of effective communiation, systems, and procedures.
2 Promises made to students and families invested teachers to stay and fulfill their roles.	2 Relocation to different cities or states due to better oopportunities.
3 Montopolis traditions and culture invested staff in returnin	3 Lack of satisfaction with new school model and availability of courses.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.29%
% Overall Persistence	93.69%
% New Student Persistence	87.50%
# of Admin Withdrawals/ Level 3 Offenses	3.00
% SPED	4.00%
% ELL	87%
% Eco Dis	88%
% Migrant	4%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	27%
% Multi	26%
% Black-African-American	3%
% Native-Hawaiian-Pacific-Islander	1%
% White	24%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Our current stduents and families trust us and want to stay year after year.	familes by the end of September to ensure all familes are properly welcomed and know how to successfully navigate
2. We are on track to meeting our new student persistence goal. We worked hard to ensure all familes attending WTI.	2. We need to better invest the new students and ensure they feel connected to their new school by end of August.
increased the number of face to face parent teacher conferences so that families could monitor the academic	3. We need to reactivate our PTO to get family input.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	27%
% Families Attended Curriculum Night	36%
% Families Who Attended EOY Ceremonies	58%
% Families who attended Fall Festival	32%
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	19%

Reflections	
Areas of Strength	**Areas of Need**
1 Families with Academy siblings are engaged in CP events	1 Campus events that adhere to covid restrictions but bring
2 Athletics and Orchestra/Band stand out as new ways to e	2 Periodic academic and culture focused touchpoints by le
3 Summer virtual family engagement events have successfu	3 Realignment with parents about our mutual commitment