

# IDEA Public Schools

## Quest College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

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



# 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 16, 2022

## Demographics

### Demographics Summary

- IDEA Quest College Preparatory opened in 2006, located in Edinburg, Texas by the Mexican border. A total of 731 students. 96% are low economic- disadvantaged, 94.5% student population consists of 91% Hispanic, 4 % White, 3% Asian, and .3% black American. Within the past three years, enrollment numbers show an increase in at-risk students from 110 to 180 during 2021-2022. EL/LEP students are at an utmost high from 40 to 86 and Sped students 14 to 21. Staff diversity 93% Hispanic, 5% White, 0% African American, 1% Asian, 1% American Indian with 21 students per teacher. 90% teachers, 6% co-teachers, 4% interventionists (support). 20% new teachers, 40% have 5 years of teaching, 40% have 1-2 years of teaching experience. Each grade level has a leader, and a mentor is assigned to each new teacher. There are 4 content leaders in science, math, Reading/Writing, and Social Studies, who meet once a month to vertically align skills. The principal and 3 other assistant principals are instructional managers and coach 56 teachers, co-teachers, and interventionists.

### Demographics Strengths

See PDF in the addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Emergent bilinguals are currently underserved in and out of the classroom **Root Cause:** The curriculum is not aligned to English second language

**Problem Statement 2:** In middle school, students need to be educated on utilizing mental skills and provide lessons on bullying. **Root Cause:** Students do not know how to process emotions and distinguish bullying.

**Problem Statement 3 (Prioritized):** Teachers and coteachers lack professional development on how to support Special needs and emergent bilingual student needs **Root Cause:** We have a high rise of El students and the ratio is too high for teachers to identify resources, how to scaffold and at the same time teach rigor.

# Student Learning

## Student Learning Summary

- Total Graduates- 87 CCMR 83= 95% met
- English Language Proficiency status Target Met yes; goal was 35 met 44%
- Special education data math and ELA/Reading both targets met ELA by 10%(29%) and math by 1%, 24%

## Student Learning Strengths

see pdf in addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. **Root Cause:** Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.

**Problem Statement 2 (Prioritized):** 6-8th grade students lack skills and foundations in math, therefore rigor is lacking. **Root Cause:** Lack of instructional time allotted for student practice

**Problem Statement 3 (Prioritized):** Support staff lack resources for pull outs and interventions **Root Cause:** lack of collaboration from sped teacher to teacher of record (content)

# School Processes & Programs

## School Processes & Programs Summary

Quest College Prep receives bi-weekly coaching from its principal. Instructional leaders are observed and feedback is given through teachboost and coaching follows. Roles and responsibilities are clear and shared during begging of the year and aligned to campus priorities and goals. At beginning of the year, professional development is created based on campus needs assessment. Actions taken to support powerful teaching are done through data analysis and by hosting after-school lesson rehearsals. Teachers utilize student-teacher exemplars and analyze exit tickets each period in order to adjust their instruction.

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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Assignment of highly effective staff to support the highest need of students, special pops, and ELs **Root Cause:** Sped Teachers lack training from the district and/or not collaborating with school personnel

**Problem Statement 2 (Prioritized):** Developing teachers through effective coaching from managers, content dept chair and mentors. **Root Cause:** follow through with bite-size actions step, track and follow up. Role out role and responsibilities to all managers and mentors to ensure coaching is occurring monthly.

# Perceptions

## Perceptions Summary

Quest College Preparatory strongly believes that in order to invest and build strong stakeholders, a variety of channels of communication is imperative and key to academic success. Every week, parents receive information through remind and campus newsletters on ongoing events in and outside of the school. As a campus, we coordinate two-way feedback. Surveys are done monthly through on different components of campus life, valuing family input and feedback from parents and the community. We are fully committed to improving a strong academic and athletic program with clear channels of communication that allows our students to develop their individual interest in many organizations.

Quest College Preparatory faculty and staff are proud to be part of an amazing team and family. 50% of teachers and staff have been with Quest for over 7 years. Staff and teachers feel highly supported by their direct managers, mentos, grade-level chairs, and colleagues. As a campus, everyone comes together to ensure everyone feels safe and supported in everything we do.

Parent participation is low and a need for parent- teacher organization is highly needed. Parents are willing to engage and participate in various tasks but the campus lacks organization around family engagement.

Vision is there but lacks support and leadership participation.

**See PDF in Addendum for more information**

## Perceptions Strengths

Quest College Preparatory develops teachers to be high-performing teachers in their content. 50% of Teachers are distinguished master teachers will high records of results in student achievement.

Direct managers and campus coaches have been with Quest for over 10 years and have a strong sense of pride. A team of 4 counselors follow up with our scholars and ensure every student is on track to graduate and matriculate to the university of their choice.

The social and emotional counselor provides lessons on bullying and supports teachers and students with skills needed that are conducive to a safe learning environment. The counselor provides mental support sessions and meets with new families for any support needed as they transition to a new campus.

**See PDF in Addendum for more information**

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Recruit highly effective Sped teachers in order to help in and outside of the classroom. **Root Cause:** New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.l

**Problem Statement 2:** Parent involvement and family events are at their low. **Root Cause:** Due to limited restrictions due to safety school (covid and other) school events have not been organized in a way that promotes safety.



**Problem Statement 3:** During the last couple of years, staff and students' mental cases continue to increase each year. **Root Cause:** A lack of training for administrators and staff on how to cope with social and emotional stress and emotional intelligence so they can turn around and helps students with necessary skills.

# Priority Problem Statements

**Problem Statement 1:** Emergent bilinguals are currently underserved in and out of the classroom

**Root Cause 1:** The curriculum is not aligned to English second language

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery.

**Root Cause 2:** Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 6-8th grade students lack skills and foundations in math, therefore rigor is lacking.

**Root Cause 3:** Lack of instructional time allotted for student practice

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Assignment of highly effective staff to support the highest need of students, special pops, and ELs

**Root Cause 4:** Sped Teachers lack training from the district and/or not collaborating with school personnel

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Recruit highly effective Sped teachers in order to help in and outside of the classroom.

**Root Cause 5:** New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Developing teachers through effective coaching from managers, content dept chair and mentors.

**Root Cause 6:** follow through with bite-size actions step, track and follow up. Role out role and responsibilities to all managers and mentors to ensure coaching is occurring monthly.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Teachers and coteachers lack professional development on how to support Special needs and emergent bilingual student needs

**Root Cause 7:** We have a high rise of El students and the ratio is to high for teachers to identify resources, how to scaffold and at the same time teach rigor.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Support staff lack resources for pull outs and interventions

**Root Cause 8:** lack of collaboration from sped teacher to teacher of record (content)

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results

## 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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**

- Communications data
- Action research results






# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** Teachers feel Quest College Preparatory is a safe, great place to work and will be retained.

**High Priority**

**Evaluation Data Sources:** GPTW Survey and results, Strength Interviews, 2x2 and talent reviews

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Great place survey feedback will be utilized to identify areas of strength and areas we need to improve. <b>Strategy's Expected Result/Impact:</b> Increase teacher satisfaction with the final GPTW survey <b>Staff Responsible for Monitoring:</b> Lead team members, administrators, and Grade Level Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** Increase staff retention

**Performance Objective 2:** Goal to improve employee's overall well-being related to physical, emotional, and financial health. Teachers need training on how to cope with students and their own social and emotional needs.

**High Priority**

**Evaluation Data Sources:** ongoing school survey from professional development training

**Goal 1:** Increase staff retention

**Performance Objective 3:** 100% of Quest College Prep staff will complete IDEA's required Annual All Staff Training (AASST), including preventing sexual misconduct (staff to students and staff to staff), mandatory reporting of child abuse, McKinney-Vento identifying homeless students, internet security, campus emergency operations plan, overtime management, bloodborne pathogens & communicable diseases.

**High Priority**

**Evaluation Data Sources:** Roadmap surveys, exit tickets from professional development, collect low inf data from observations during safety drills.








**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 100% of students will be on track to graduate.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** OTG Report every 3 weeks, ADA report, student of concern report, TSI and ACT report. AT risk student tracker.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> DCC run report for 6-12 grade students who have an average of 69 or below. Report is presented to grade level teams, where they identify interventions for students and get them back on track. <b>Strategy's Expected Result/Impact:</b> Teachers identify students and strategies and implement a strategy meeting presented to parents and students to get them back on track to graduate <b>Staff Responsible for Monitoring:</b> all teachers of record, API, Counselors and principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> College Counselors - Federal Grant - \$69,973.72	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 2:** 100% of students be CCMR ready by meeting TSI/ACT.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** AT benchmarks, AP mocks, TSI tutorial and in-class trackers for each assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 9-12 grade students receive ACT tutorials through RTTC class and receive tutorials as TCI preparation. <b>Strategy's Expected Result/Impact:</b> Students to master and track act benchamrks and attend specific tutporials based on needs. <b>Staff Responsible for Monitoring:</b> DCC, CC, RTTC teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> RTTC Teacher - Federal Grant - \$56,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. <b>Root Cause:</b> Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.
School Processes & Programs
<b>Problem Statement 1:</b> Assignment of highly effective staff to support the highest need of students, special pops, and ELs <b>Root Cause:</b> Sped Teachers lack training from the district and/or not collaborating with school personnel






### Goal 3: IDEA achieves an A rating

**Performance Objective 1:** Increase student achievement on meets and masters for 6-11 grade staar/ eoc exams.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Internal assessments, bi-weekly, summative, IXL programs, exit tickets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement, monitor effective remediation during catalyst, math, english seminar for 6-11 grade STAAR/EOC subjects to ensure students are on track to pass and be at grade level and beyond. <b>Strategy's Expected Result/Impact:</b> Students to attain meets and masters in all staar/eoc exams in all core classes <b>Staff Responsible for Monitoring:</b> all teachers, api, and principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> RTTC teachers and college Counselors - Federal Grant - \$195,973.72	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Recruit highly effective Sped teachers in order to help in and outside of the classroom. <b>Root Cause:</b> New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.





### Goal 3: IDEA achieves an A rating

**Performance Objective 2:** Close Gap in reading and math for 100% of special pop and emergent bilingual students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** otg report, Internal assessment, student work analysis on all assessments, csi class observations and student independent work.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide EB support during catalyst and seminars to increase english language proficiency, reading comprehension and math skills <b>Strategy's Expected Result/Impact:</b> 6-10 grad etsudents be reading at grade level and beyond. Master math skillls based on grade level <b>Staff Responsible for Monitoring:</b> Teachers, sped teachers, co teachers, apis  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> RTTC Teachers - Federal Grant - \$56,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Emergent bilinguals are currently underserved in and out of the classroom <b>Root Cause:</b> The curriculum is not aligned to English second language
Student Learning
<b>Problem Statement 1:</b> Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. <b>Root Cause:</b> Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom. <b>Problem Statement 2:</b> 6-8th grade students lack skills and foundations in math, therefore rigor is lacking. <b>Root Cause:</b> Lack of instructional time allotted for student practice
School Processes & Programs
<b>Problem Statement 1:</b> Assignment of highly effective staff to support the highest need of students, special pops, and ELs <b>Root Cause:</b> Sped Teachers lack training from the district and/or not collaborating with school personnel

**Goal 3:** IDEA achieves an A rating

**Performance Objective 3:** 100% of special needs students, RTI and emergency bilinguals close 2 year gap in reading and math through various interventions

**High Priority**

**Evaluation Data Sources:** CSI data, measure and track growth goal, renstar assessment beginning of year, middle of year and end of year.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students will attend school every day.






Strategy 1 Details		Reviews			
<b>Strategy 1:</b> ADA calls every day and home visits to ensure students return back to shool. Utilize Transportationduring Middle of day when necessary <b>Strategy's Expected Result/Impact:</b> high attendance 6-1q2 grade and higher student achievement <b>Staff Responsible for Monitoring:</b> All staff		Formative			Summative
		Oct	Jan	Mar	June
		<div><div></div>50%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Goal 5: Increase student persistence

Performance Objective 1: 100% of 6-11 grade students will persist at Quest College Preparatory.

High Priority

Evaluation Data Sources: Student and family survey, new student check ins, Grade level mission list noted at risk for follow up.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Celebrate and recognize all students through out the year. Create a sense of belonging by enrolling them in school activities such as UIL, boys volley ball and other extra-curricular activities <b>Strategy's Expected Result/Impact:</b> 100% new families persists <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 5: Increase student persistence






**Performance Objective 2:** 100% of student population will reach movement goal for campus FITNESS HONOR ROLL.

### High Priority

#### Evaluation Data Sources: IHT HARDWARE USAGE:

Every student that is rostered in a PE class on PowerSchool must attend PE class and must wear an IHT Heart Rate Monitor. The student goal is 900 Minutes of Moderate to Vigorous Physical Activity. (IF Students should be pulled for intervention ONLY for a fraction of class time and not for the entire duration of class time.)

- Public Trackers of MVPA progress
- Individual Student Trackers/Student Folders
- Minute by Minute Class Breakdown (Suggested, where are your instructional minutes going?) (sample attached)
- Student Goals posted
- Daily Warmup Routine (sample attached)
- Rules, Expectations and Consequences
- Dress Out Policy (Suggested, Sample Attached)
- Syllabus (Suggested, Sample attached)
- Meaningful and purposeful content such as sport, dance and play from the SPARK curriculum {we should not be circuit training all year round}.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Coaches and teachers will be meeting 1:1 weekly to track goals and provide intervention that meet 100% of students needs so everyone hts their goal. <b>Strategy's Expected Result/Impact:</b> 100% of students will attain 900 minutes of moderate activity that will focus on students' overall physical healthy, social and emotional needs, where students feel active in and outside of the classroom. <b>Staff Responsible for Monitoring:</b> Coaches, athletic coordinator,s and administrators.				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Krystal Jasso	TEACHER	Teacher	1
Marcos Silva	Sr. College Counselor	Title 1	1
Olga Cardoso Vasquez	COLLEGE COUNSELOR	Lead Team	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselors		\$69,973.72
2	2	1	RTTC Teacher		\$56,000.00
3	1	1	RTTC teachers and college Counselors		\$195,973.72
3	2	1	RTTC Teachers		\$56,000.00
Sub-Total					\$377,947.44

# 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	Done- 6/13/22	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 Retention	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	

<div>IDEA Quest</div> <div>2021-22 Student Achievement Improvement Plan - College Prep</div>									Title I Qualifying			Initiatives Status			
COLLEGE PREP									Internal Use Only			Mid Year		End of Year	
									Supplemental Program	New Program	Budget Allocation	Outcome	Increase/Decrease by %	Outcome	Increase/Decrease by %
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental &			Use these columns to assess your strategy progress at the middle and end of the year			
1A, 1c, 1D, 1L, 2E	HS English and Math Seminars for 9-10th graders	S,E, A, AP	ALL	All teachers & admin	Aug-June	STAAR Support	Lesson Plans, Weekly specific skill observations of teachers by lead team,	OCS, Trackers, Exit tickets							
1A, 1D, 1H, 2C, 2E	Instructional Rounds	S,E, A, AP, RR,	ALL	Principal, Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)							
1A, 1c, 1D, 1L, 2E	Laying the foundation Training/AP Institute	S,E, A, AP	ALL	Lead Team	June & July	PD budget	Weekly specific skill observations of teachers by lead team	Weekly specific skill observations of teachers by lead team							
1A, 1D, 1H, 2C, 2E	Kagan Training	S,E, AP, RR, A	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team							
1A, 1D, 1H, 2C, 2E	De Alba Consultant	ST,E, AP, RR, A	ALL	ALL Math Teachers	Aug-June	De Alba STAAR Curriculum	Weekly check ins with manager to ensure proper implementation	trackers, exit tickets,							
1A, 1D, 1H, 2C, 2E	Lead4ward Training	S,E, AP, RR, A	ALL	Content Leads	Aug-May	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments							
1A, 1D, 1H, 2C, 2E	Catalyst 6-8 grade	S,E, AP, RR, A	ALL	Interventionist - Ramirez, Lead Team	Aug-May	COWS, Achieve 3000, Study Island, Shmoop, Khan Academy	Weekly Check ins and scheduling	Student Performance Reports, Pre-Test/Post-Test							
1A, 1D, 1H, 2C, 2E	Writer's Workshop Consultants	S,E, AP, RR, A	ALL	API	Aug-June	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR							
1A, 1B, 1C, 1D, 1F	STAAR/EOC Consumable Resources	S,E, AP, RR, A	ALL	API -	Aug-June	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on resources	Teacher feedback on resources							
2D	Person of influence (POI)	O	AR	Lead Team	Aug-June	Google docs, progress reports, teacher feedback, student data, merit store items	Peer observation of meeting with Poi's and providing feedback	Google doc student tracker							
2C/2D	Perfect Attendance Incentives	O	ALL	APO - Dora Olivarez/ GLL	8/9-5/26	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc							
1A, 1B, 1C, 1D, 1F	Check for Understanding (CFU Training)	S,E, AP, RR, A	All	Instructional Managers	8/9-5/26	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team							
1A, 1B, 1C, 1D, 1F	Student Intervention Pull Out Els (growth goals and PLD in reading, writing, speaking and writing	S,E, AP, RR, A	AR	ESL Interventionist	8/30-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers/benchmarks							
1A, 1B, 1C, 1D, 1F	RTI (electronic data base)	S,E, AP, RR, A	AR	API/RTTC and CC,DCC	8/9-5/24	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RTI Student Folder							
1A	Saturday School	S,E, AP, RR, A	AR, ELL,SE	All Staff	sept-may	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores							
1A, 1B, 1C, 1D, 1F	Sirius Education STAAR Prep	S,E	ALL	ALL Core Teachers, Interv, sped teachers	Sept-June	STAAR Resouce paperback and licenses	obs,ocs, exit tickets, trackers	benchmarks, unit exams							
1A, 1B, 1C, 1D, 1F	STAAR software support	S,E	ALL	Interventionists	8/23-5/22	Achieve 3000, Khan Academy, Study Island,	Student trackers	IA scores, Staar scores							
1A, 1B, 1C, 1D, 1F	STAAR summer camp	S,E	All	3 APIs	6/1-6/26	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre-post test							
1A, 1B, 1C, 1D, 1F	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/9-5/22	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers							
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,AP	SE,ELL	lead team & all faculty	Aug-May	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress							
1A, 1B, 1C, 1D, 1F	Writing across content	S,E,A,AP	ALL	API-	Aug-May	writing techniques per content	teacher use in class	student use in class							
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Aug-May	District provided software	Coaching Tracker	Coaching Tracker and Next Steps							

<u>IDEA Quest</u>									Title I Qualifying			Initiatives Status			
2021-22 Student Achievement Improvement Plan - College Prep									Internal Use Only			Mid Year		End of Year	
COLLEGE PREP									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by %	Outcome	Increase/Decreased by %
1B	ACT SOFTWARE SUPPORT	A, AP	ALL	Director of College counseling : Carmona/ marisol	Aug-May	Shmoop, Sylvan, Princeton Review	Student progress reports	license for each student & TOT							
1F	RTTC Program (counselors & tutors)	A,AP,O	ALL	College counselors & RTTC Teachers	Aug-May	RTTC budget, RTTC classroom materials, RTTC library, tutors	Observation of tutors, & RTTC classroom instructor	RTTC binder, lesson plans							
1A, 1B, 1C, 1D, 1F	Mastery Machine by reporting category after sping mock	ST,E, AP, RR, A	ALL	STAAT Test Teachers	Aug-June	STAAR quizez, small group ins, remdiation	guided disc, reteach obs, ocs	trackers, benchmarks, exit tickets use after school or sat							
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in MS by adding sep Interv plans with interventionist	s, ST, RR	All	Principal, Counselors, Teachers	Aug-June	Scheduling Intervention Resources Math Curricula Wit & Wisdom	Master Schedule, GradeBook	2022 STAAR Results							

## IDEA Quest

Comprehensive Needs Assessment							
COLLEGE PREP							
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)							
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Students	42	42	39	31	31	21	11
Beginning	0	0	0	0	0	0	0
Intermediate	6	9	3	7	4	3	1
Advanced	27	19	21	15	12	11	4
Advanced High	9	14	15	8	15	7	6

Reflection	
Areas of Strength	Areas of Need
Students worked on the writing portion through tutorials and teachers pushed writing in classes which helped the overall scores in writing section. Students grew overall.	Students need to write out their responses before recording and play back what they have recorded before submitting. I believe we will now have the program for students to practice on this and that will allow for practice. Students practicing writing in all classes will help the process.

## IDEA Quest

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	55%	
% of CSI Passing STAAR	70%	
% of SPED Passing STAAR	53%	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	92	87	94		95	96%
% Meets	67	67	83		89%	90%
% Masters	41	41	67		43%	28%
% Student Achievement Average	67	65	81		76%	71%

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang				
% Score 1	45%	52%				
% Score 2	37%	43%				
% Score 3+	17%	14%				

### Reflections

Areas of Strength	Areas of Need
<p>6 Reading Areas of strength:</p> <p>Students excelled in the areas of poetry, figurative language, inferencing, and author's purpose. Students were given multiple opportunities to have hands-on interactions with the skills and I believe that is what led to them having success in these areas. Requiring students to have multiple approaches and activity types like escape rooms, word puzzles, murder mysteries, repetitive verbal definitions sporadically, and encouraging them to create their own texts (like poetry) built their confidence with the materials. Lastly, students were required to analyze question types and it helped them realize the type of questions and answer accordingly. "□</p>	<p>6 Areas of weakness:</p> <p>Students struggled with vocabulary/dictionary skills, informational text, and plot. I believe that the reason for their struggle was because they were not properly introduced to the skills early on and they struggled to learn it in the second half of the year.</p> <p>To remedy this, I'd like to introduce plot during our catalyst class and focus on informational text components as well so they aren't so confused when they are required to take their Semester Exam.</p> <p>I'd also like to have the writing class practice and work on dictionary skills earlier in the year, possibly Quarter 2, so that by mid-year students will be confident and believe they are masters at it."□</p>



<p>7th Reading - Areas of strengths: Students were did well in author's purpose. I was able to target author's purpose as we read throughout the year, asking high order thinkig questions. Students also did well determining how the author supported the central idea. which again, connects back to the level of questiong during class. "□</p>	<p>7 Students struggled with characterization . Fiction is an area of weeknes since our curriculum focus more on history based anchor texts for most of the year.</p> <p>Next year I would like to spiral in characterization and plot during module 2 in order to solidify their understanding. "□</p>
<p>8th Reading - Areas of Strength Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts.</p> <p>analyze how the use of text structure contributes to the author's purpose;</p> <p>8.5 D create mental images to deepen understanding; "□</p>	<p>8th Reading - Areas of Growth Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes. (10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</p> <p>(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;</p> <p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. Root of the problem: curriculum focuses on literary texts leaving space for informationnal only during catalyst. Despite it being the lowest reporting category, gearing catalyst towards informational texts alone, allowed this category to go up by 15% "" "□</p>
<p>9th Reading - Areas of strength E1.6/E1.7/E1.8 comprehend the author’s purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning. Students were able to build meaning and analyze text by scaffolding the rigor as the year progressed. E1.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft. Students started from a base point learning the components of each part of the essay. They built that foundation as the year went by and were able to master each component of the essay to reach mastery.□</p>	<p>9th Reading - Areas of growth E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R) Students struggled wiht understanding the persuasive manner a character is using to convey mood and tone. Next steps is work on argumentative text more often. break it down to students. E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments (S) Students confused were able to grasp irony and the different ironies, but red herring confused them. Next steps is to incorporate red herring using video clips and visualize that example for the.□</p>

<p>10th Reading - Areas of strength:</p> <p>The student will demonstrate an ability to compose an argumentative text with a clear, thesis; appropriate organizing structure; engaging idea development; and effective use of language and conventions.</p> <p>- Students have become very receptive to feedback and as a result really grew in their writing. Another thing that I think truly helped was tutoring. Separating students by levels of writing and in turn separated them by what they needed to work on to achieve the next level of writing is what helped them grow. Another really important factor was feedback and writing conferences.</p> <p>The student will demonstrate an ability to revise and edit a variety of written texts.</p> <p>Students have become really good at revising and edit through the use of quill. Quill helped students progress by not only knowing the rules but also their purpose. The key thing is though that it was important for me to actually revise the do nows so that I could explain the reasoning to them because I had them all work on the same skills at the same time.</p> <p>Students will demonstrate an ability to make inferences and use evidence to support understanding.</p> <p>After demonstrating examples, students have become accustomed to using appropriate textual evidence to support their claims. A large part of this is due to having students highlight the claim and evidence in a text when reading springboard, having students use textual evidence to support their claims in open-ended responses, and also because when completing multiple choice practice, students had to use textual evidence from the text to give proof as to why their</p>	<p>10th Reading - Areas of growth</p> <p>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>- This is a TEK that I noticed students struggling in the entire school year. While there was progress, students are only able to isolate themes, conflicts, characters, etc. within one text but have a difficult time finding the connection to across other texts and especially across other genres. I do think this can be addressed by practicing more since the beginning of the school year and especially by helping students find the textual evidence to connect the claims both texts are making.</p> <p>Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes</p> <p>While students are able to identify literary devices, explaining their purpose within a text is difficult for them. They are aware of definitions and key words to finding specific literary devices within a text, but being able to explain the reason the author included it is what they can't seem to understand. Because this is a key part of AP English Lang, I do think this is a skill they will grow on just because of the amount of practice they'll have.</p> <p>Analyze isolated scenes and their contribution to the success of the plot as a whole</p> <p>Students have always been taught to read passages as a whole,</p>
<p>11th AP English - district curriculum is effective; use of textbook is helpful; anchor texts reinforce unit concepts and preparation for unit exams. extensive writing each quarter; minimum of 4 essays per quarter; thematic units per quarter with anchor texts; participation in bi-monthly Webinars is essential; NMSI support reinforces taught concepts and provides additional helpful resources; participation in AP Bootcamp□</p>	<p>11th AP English - establish better communication with parents on assignments. Ensure parents access Remind on a bi-monthly basis; better use of curriculum timeline to ensure systematic unfolding of the AP exam; Continuously emphasize rhetorical situation; Introduce Style as subheading of Rhetoric; ensure students master writing effective thesis statements to attain thesis point on the AP essays; establish a better routine use for computer applications: Quill, AP Classroom, Revision Assistant; NMSI modules□</p>

12th AP English Literature - The new Bedford text is outstanding. Writing workshops have been extremely effective, as well. □

12th AP English Literature - While Bedford is an excellent platform, it is new and we are still in the process of familiarizing ourselves with how to utilize it to its fullest potential. In particular, we need to focus on lessons for the Spring Semester when we transition into full length novels. It is the novel units in Bedford that seem less developed. We need beginning and closing activities to augment close reading assignments for each class period. However, I do believe this will be addressed at bootcamp this summer.  
"□

## IDEA Quest

### Comprehensive Needs Assessment - College Prep

#### COLLEGE PREP

##### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I (8th)	STAAR Alg I	
% Approaches	89	78	98	91	
% Meets	64	43	81	65	
% Masters	30	17	54	39	
% Student Achievement Average	61	46	78	65	

##### Data Source: AP

AP Scores	Pass AP Calculus AB	Pass AP Calculus BC	Pass AP Prob. & Stats.	
% Score 1	33.3	54.54	86.7	
% Score 2+	66.07	45.45	13.3	
% Score 3+	16.07	45.45	10	

2

#### Reflections

Areas of Strength	Areas of Need
1. MS Levels, students were successful at solving 1-step equations for a variable	1. Continually address gaps in foundational knowledge that was covered in previous grade levels
2. Alg I-HS students were able to successfully use calculators as tool to solve problems	2. Increase communication and cooperation between support staff and teacher to address gaps
3. MS students were able to perform basic operations with integers, HS students were able to perform basic operations w/o use of technology	3. Students struggled with Open Ended FRQs. Consistently left blank. Students did not know how to start problems.

## IDEA Quest

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

90/60/30	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Approaches	88	98	
% Meets	60	85	
% Masters	31	60	
% Student Achievement Average	60%	81%	

	STAAR 8th Science	STAAR Biology	
% Approaches	96	96	
% Meets	80	88	
% Masters	56	49	
% Student Achievement Average	77	77	

#### Data Source: AP

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	
% Score 1	20%	17%	78%	
% Score 2	80%	83%	22%	
% Score 3+	42%	33%	5%	

### Reflections

Areas of Strength	Areas of Need
6.) -Can keep an Interactive Notebook updated - Adapt really well to change of intructions - Work effectively with partners and with groups - Hands on and note taking skills - Learn well with foldables and diagrams - Alot of the students are visual learners they need visuals in order to graps content, once content is grapsed they can work well on OERs - Top 3 Content Strengths: 6.7 B, 6.10A, 6.10B - Top 3 Content Weakness: 6.6E, 6.13B, 6.6A	6.) More time to review taken exams either student/teacher or student/student - Curriculum needs to be put in order, this year it kept jumping from one to topic to another and then returning to a previous topic - Writing Skills need to improve in order to answer labs and CERS in full well written sentences

7. 1) Exercised Activity before Content effectively with many actual and virtual labs and activities. 2) Implemented rigorous instruction including higher order thinking integrating math, reading and writing skills. 3) Used many acronyms, visuals, anchor charts and manipulatives for vocabulary acquisition 4) 90/60/30 was achieved in semester exam and expected for final exam.	7. More time per unit to allow for more labs and deeper understandings. 2) Remove high school concepts from curriculum such as osmosis 3) More time to practice IV, DV and constants in unit 0. 4) More spiraling of IV, DV and constants in subsequent units. 5) More labs for measuring skills 6) more ACT preparation skills at grade level 7) More teacher resources that match our curriculum 8) Truancy officer to decrease and hold parents and students accountable for excessive tardies and absences.
8 • High expectations, and delivered rigorous instruction everyday bell to bell, with no down time. • Interactive notebook, with student trackers for all assessments. Class tracker posted based on mastery level, color coded by homeroom and containing all assessment data including identification of special pops. Free response questions on unit and mid unit exams.	8 • Lab skills such as measuring speed, mass, force and density using lab equipment. • Finding volume of regular & irregular shaped objects. - Finding independent variable, dependent variable, constant • Modification & Accommodations for 504/Sped, adequate classroom support & intervention.
9 -High expectations; rigorous instruction; interactive notebooks; CER and FRQ in unit exams; Individual and wall	9 -General lab skills (due to pandemic shutdown/virtual); Inquiry lab research/project; AP level
10 - Strong lesson delivery and high expectations for students in note taking and exit tickets.	10 -ERQ practice with an exemplar
11 - High Expectations, Algebraic manipulations	11 - Graph Interpretations, Data collection strategies
12- Strong classroom procedures & policies - Multiple opportunities for students daily to process and apply material- On demand student support through AP Classroom-Joyful and welcoming classroom environment. - Instructional shifts driven by data - student ownership of goal setting and goal tracking- Revisiting and revising goals after each major assessment - Public classroom goal tracker to identify trends. - Data analysis post assessment to identify individual strengths & gaps - Frequent practice with FRQ's - timed activities to increase test endurance - Meaningful lab activities for every unit of study	12-*Areas of growth are based on when students initially enroll in the course* Gaps in chemistry knowledge & skills - Gaps in academic writing - Gaps in scholarly reading endurance- Gaps in time management and organization - Lack of confidence - Gaps in creating graphs & interpreting data from tables and graphs

## IDEA Quest

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>				
<b>% Passing</b>	<b>98/96/82</b>	<b>90/43/22</b>				

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>				
<b>% Approaches</b>	<b>85</b>	<b>99</b>				
<b>% Meets</b>	<b>50</b>	<b>98</b>				
<b>% Masters</b>	<b>26</b>	<b>82</b>				
<b>% Student Achievement Average</b>	<b>54</b>	<b>93</b>				

#### Data Source: AP/IB

	<b>Pass AP Human Geography</b>	<b>Pass AP World History</b>	<b>Pass AP US History</b>	<b>Pass AP Government</b>	<b>Pass AP Economics</b>		
<b>AP Scores</b>							
<b>% Score 1</b>	55	27	51	33	85		
<b>% Score 2</b>	45	73	49	73	15		
<b>% Score 3+</b>	28	33	20	32	4		

#### Reflections

Areas of Strength	Areas of Need
6 The students did well with keeping their notes in their interactive notebook. They were able to reference their notebook while doing reviews. Students did well with opened ended responses and extra practice with map skills. I	6 Students will needed extra practice with map skills. Another growth would be taking grades for strategies so students will show their strategies on their exams.
7An area of growth for my students are questions posed as EXCEPT/NOT. We have practiced these all year, but they still struggle with understanding what they should do to answer the questions.	FRQ students need to make connections with key people and how those events had impact on ooutcomes.
8 : Students were able to track with mastery machine individually and as a whole, which helped them see their growth early on. Graphic organizers and anchor charts were helpful in retaining information. Students strongest unit was Early republic, first 5 presidents.	Students struggled with Academic language when it came to the Government Unit as well as interpreting the language included in the primary sources involved in the Unit. (Ex. Declaration of Ind, Constitution & the 3 Articles as well as the Bill of Rights)
9 great collaboration amongst all grade levels. I enjoyed being part of a team full of strong individuals. A lot of great takeaways when we met such as writing conferences and/or reteaching plans. materials ordered and delivered on time helped.	FRQ writing.

<p>10 Students have strong content knowledge and can articulate information in their SAQ responses. Students can summarize information from college level textbooks. 60% of students are able to obtain mastery on multiple choice questions. Students are able to create thesis statements and develop historical context</p>	<p>Students need to work on LEQ and DBQ writing. Students need to work on time management for exam taking.</p>
<p>11 Students did well with content knowledge and multiple choice. Our vertical alignment helped create writing and conference strategies</p>	<p>District assessments didn't always align with the scope and sequence of the CED</p>
<p>12 Students really buy into the government class, and tend to do quite well with it, and I have the resources needed to make sure they understand the material. In economics they tend to understand the concept but struggle with the application of the concept.</p>	<p>I tried out a different scope and sequence this year flipping back and forth between subjects by unit, hoping it would boost government scores by not having a big gap at the end of the year where it isn't discussed, however based on the mock scores I am not sure the boost to the Gov scores will be worth the hit to the Econ scores, as students really struggled this year with understanding the concepts and graphs enough to apply them.</p>



## Quest CP

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
on track	91%	9%	50%	15%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
1%	15%	4%	76%	96%	85%
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
21%	21%	17%	n/a	n/a	98%

Reflections	
Areas of Strength	Areas of Need
1 Strong ACT plan and execution	1 Great college lists/getting students to apply to schools that offer merit scholarships
2 Strong relationships with students	2 Scheduling - helping our teachers build up their programs (ex. AP Art)
3 Culture - work collaboratively with other teams to help with persistence	3 Better TSI plan beginning in 9th - this year our goal was a little ambitious. Maybe looking at mirroring 90/60/30

## IDEA Quest

<b>Comprehensive Needs Assessment</b>	
<b>COLLEGE PREP</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	100%
<b>% Instructional Support Retention</b>	100%
<b>% Teacher Retention</b>	88%
<b>% Campus Support Retention</b>	100%
<b>% SPED Certified Teachers</b>	100%
<b>% State/National Certified Teachers</b>	57%
<b>% State Certified Leaders</b>	1%
<b>% State/Board certified Counselors</b>	90%

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
1. Teachers recruited are highly qualified for positions	1 Teacher/Mentor program did not consistently met
2 Staff is supported by Direct Managers	2 Assignment of support staff to assist students with highest needs
3 Staff feels supported in content based capacity	3.Sped team developed to assist during push in, scaffold.

<u>Quest College Prep</u>	
Comprehensive Needs Assessment	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.28%
% Overall Persistence	92%
% New Student Persistence	79%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	11%
% ELL	68%
% Eco Dis	83
% Migrant	10%
% Race: American-Indian-Alaska-Native	2%
% Asian	3.20%
% White-Hispanic	93.31%
% Multi	0
% Black-African-American	0.87%
% Native-Hawaiian-Pacific-Islander	0
% White	2.62%
% Male	51.45%
% Female	48.55%
Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
-Blazer showcase - need to bring back because it is always well received -Wide variety of Extra-curricular activities offered -More kids are involved in activities, numbers are up from previous years -Strong going culture: everyone talks to students about going to college from middle school teachers to sped teachers -Generally students are happy and don't want to leave -Admin have done a good job at making staff feel safe	-Need more family engagement, create PTA, have quarterly events for parents to be on campus. -Some teachers get the impression that students don't feel safe -Do more to lessons or seminars on bullying -Need collection of uniforms for students -Need more options for jackets that students will like

## IDEA Quest

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	35%
% Families Attended Curriculum Night	NA didnt hose
% Families Who Attended EOY Ceremonies	By invitation only
% Families who attended Fall Festival	NA didnt hose
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	NA didnt hose

Reflections	
Areas of Strength	Areas of Need
1 Stamp Keypoints for both acadmy and QCP	1 Need to go back to student and teacher pannels during Welcome to IDEA
2 Campus walktroughs	2 seperate academy and CP to utilzie time and focus on key concepts
3 Provide regsitartion on site, have folder witj Q/A and DUAL Vs AP.	3 Admin and teachers walk grade levels to building and provide examples of instruction.