

**IDEA Public Schools**

**San Benito College Prep**

**2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
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.

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

## Vision

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

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

## 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 15, 2022

## Demographics

### Demographics Summary

Our campus serves students in San Benito, Harlingen and surrounding areas. 100% of our students graduated from high school in 2022 and 94% earned CCMR points. Below is our Demographic breakdown:

<b>% Average Daily Attendance</b>	<b>93.20%</b>
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska- Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific- Islander	0
% White	4.06%

**% Average Daily Attendance      93.20%**

% Male                                      49.02%

% Female                                    50.98%

See PDF addendum for more information

**Demographics Strengths**

See PDF addendum for more information

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** New students and families leave our campus and hurt persistence **Root Cause:** Poor onboarding for our new families

**Problem Statement 2 (Prioritized):** Students leave our campus to attend traditional campus **Root Cause:** Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

**Problem Statement 3 (Prioritized):** Our campus did not meet attendance target **Root Cause:** Lack of a consistent response to poor attendance

# Student Learning

## Student Learning Summary

Our campus earned a 92 (an A rating from TEA this year. Student Achievement was 92, School Progress was 94 and Closing the Gaps was 88. We received distinctions in ELA, Math and Post Secondary Readiness. We also met our targets for TELPAS, Special Education and Economically Disadvantaged students. In addition, we earned the status of AR Honor Roll School and iLearning Honor Roll School. Areas for improvement are in math subpopulations for Domain 3 and AP Scholars.

## Student Learning Strengths

See PDF addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students struggle on writing tasks **Root Cause:** Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

**Problem Statement 2 (Prioritized):** Our campus did not meet math targets for sub-populations **Root Cause:** Students in special populations need additional practice and tutoring in order to close gaps

# School Processes & Programs

## School Processes & Programs Summary

Our campus systems have become stronger and more efficient over the past three years. Our API's manage consistent coaching loads of 10 to 12 teachers. Adding a third API last year greatly improved the coaching load which impacts teacher development. Our professional development sessions have focused on TEKS instruction and intervention strategies for struggling learners. Culture was also an area of focus for our campus. Systems such as culture rounds, instructional rounds and team meetings have yielded positive results and have improved our systems and procedures. Two areas where we need to continue to grow is in our AP program and our EL support system.

## 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):** EL students did not meet the expected district growth target of 42% **Root Cause:** EL students need more practice with speaking skills

**Problem Statement 2 (Prioritized):** Our campus did not meet the AP scholar goal of 30% **Root Cause:** Students need additional practice and tutoring to prepare for the rigor of AP exams

# Perceptions

## Perceptions Summary

Our high school graduation rate is 100%, and for the past 10 years, IDEA College Prep San Benito has matriculated 100% of our graduates to college. We met our student persistence goal of 90%, but our new student persistence rate is 80%. Families have shared that they leave our campus because students want a more traditional school experience such as sports, clubs and different career pathways.

Student and staff survey trends:

- Top responses: My teacher respects the students in class(4.6) & My teacher makes sure all students in class are successful (4.6)
- Lowest responses: I am excited to go to school (3.5), I have fun at school (3.7), & My classmates behave the way my teacher expects them too -3 (4.2)

## Great Places to Work

- Top response: Our culture respects individuals and values differences.
- Lowest response: I am given the resources and equipment to do my job

We also know that families have experienced trouble contacting people at school because of only having one phone line or because they don't know who to email directly. We also need to improve family engagement activities so that parents feel connected.

## Perceptions Strengths

See PDF addendum for more information

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** New student persistence was below 90% target: 80% **Root Cause:** Our campus did not have solid communication systems to engage with parents

**Problem Statement 2 (Prioritized):** Our campus did not meet Great Places to Work target of 80 average. **Root Cause:** Staff stated that they did not have the tools needed to do their job

**Problem Statement 3 (Prioritized):** 74% of teachers stated that IDEA is a great place to work **Root Cause:** Teachers did not have work life balance and did not feel appreciated

# Priority Problem Statements

**Problem Statement 1:** New students and families leave our campus and hurt persistence

**Root Cause 1:** Poor onboarding for our new families

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our campus did not meet attendance target

**Root Cause 2:** Lack of a consistent response to poor attendance

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students struggle on writing tasks

**Root Cause 3:** Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our campus did not meet math targets for sub-populations

**Root Cause 4:** Students in special populations need additional practice and tutoring in order to close gaps

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** EL students did not meet the expected district growth target of 42%

**Root Cause 5:** EL students need more practice with speaking skills

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Our campus did not meet the AP scholar goal of 30%

**Root Cause 6:** Students need additional practice and tutoring to prepare for the rigor of AP exams

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

**Problem Statement 7:** New student persistence was below 90% target: 80%

**Root Cause 7:** Our campus did not have solid communication systems to engage with parents

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Our campus did not meet Great Places to Work target of 80 average.

**Root Cause 8:** Staff stated that they did not have the tools needed to do their job

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** 74% of teachers stated that IDEA is a great place to work

**Root Cause 9:** Teachers did not have work life balance and did not feel appreciated

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Students leave our campus to attend traditional campus

**Root Cause 10:** Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

**Problem Statement 10 Areas:** Demographics

# 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## 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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals







## Goal 1: Increase staff retention

**Performance Objective 1:** Retain 85% of our campus staff by the end of the 2022-23 school year

**High Priority**

**Evaluation Data Sources:** Evaluation sources: 2x2's, mid-year staff survey and GPTW survey

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure teachers have supplies needed to do their job <b>Strategy's Expected Result/Impact:</b> Teachers are equipped and feel confident because they have proper instructional tools to impact learning <b>Staff Responsible for Monitoring:</b> API's and Administrative assistant  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide consistent and clear communication regarding campus activities such as testing, events, changes to schedule, parent concerns and celebrations. <b>Strategy's Expected Result/Impact:</b> Teachers know ahead of time what is going on at campus and feel empowered, hence a positive school climate <b>Staff Responsible for Monitoring:</b> Campus Lead Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Our campus did not meet Great Places to Work target of 80 average. <b>Root Cause:</b> Staff stated that they did not have the tools needed to do their job









## Goal 1: Increase staff retention

**Performance Objective 2:** Improve Great Places to Work survey results from a 74 average to an 80 average of all statements.

### High Priority

**Evaluation Data Sources:** GPTW survey data, 2x2's, pulse checks, check-ins

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher retention committee includes teachers' input <b>Strategy's Expected Result/Impact:</b> Teachers will feel their opinion matters <b>Staff Responsible for Monitoring:</b> Principal, school counselors and committee members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Managers celebrate teachers through praise, shout outs and support <b>Strategy's Expected Result/Impact:</b> Teachers and staff members feel supported and appreciated <b>Staff Responsible for Monitoring:</b> all managers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Our campus did not meet Great Places to Work target of 80 average. <b>Root Cause:</b> Staff stated that they did not have the tools needed to do their job
<b>Problem Statement 3:</b> 74% of teachers stated that IDEA is a great place to work <b>Root Cause:</b> Teachers did not have work life balance and did not feel appreciated

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


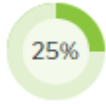




**Performance Objective 1:** Improve parent communication regarding college acceptance and financial aid.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Acceptance letters, awarded financial aid award letters, College orientation dates, college schedules

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strengthen our financial aid support systems <b>Strategy's Expected Result/Impact:</b> Families will feel confident and comfortable because their children will have financial means to attend college. <b>Staff Responsible for Monitoring:</b> College counselors and principal  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1 - Perceptions 1 <b>Funding Sources:</b> College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a strong communication system for parents of seniors to keep them updated on college application and acceptance process. <b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable and supportive throughout college application process. <b>Staff Responsible for Monitoring:</b> College counselors and principal  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> New students and families leave our campus and hurt persistence <b>Root Cause:</b> Poor onboarding for our new families
Perceptions
<b>Problem Statement 1:</b> New student persistence was below 90% target: 80% <b>Root Cause:</b> Our campus did not have solid communication systems to engage with parents

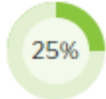





**Goal 2:** All IDEA students matriculate to college

**Performance Objective 2:** Increase ACT scores for class of 2023 from 18 to a 21, which will lead to more college acceptances and more scholarships.

**High Priority**

**Evaluation Data Sources:** Mock ACT scores and ACT scores

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a stronger system to improve ACT scores in RTTC course using Mastery Prep. <b>Strategy's Expected Result/Impact:</b> Higher ACT scores will lead to students getting accepted to more T1/T2 colleges as well as more scholarships and aid. <b>Staff Responsible for Monitoring:</b> College counselors, ACT teacher and principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student practice time on ACT questions through rotations with content teachers during CCR (College Career Readiness) period. <b>Strategy's Expected Result/Impact:</b> Students will practice and improve content skills needed to improve their ACT scores <b>Staff Responsible for Monitoring:</b> Content teachers, RTTC teachers and College Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Students struggle on writing tasks <b>Root Cause:</b> Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
<b>Problem Statement 2:</b> Our campus did not meet math targets for sub-populations <b>Root Cause:</b> Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
<b>Problem Statement 1:</b> EL students did not meet the expected district growth target of 42% <b>Root Cause:</b> EL students need more practice with speaking skills

### Goal 3: IDEA achieves an A rating







#### Performance Objective 1: Increase our STAAR/EOC Student Achievement Score from 55 to a 58

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim assessments, Mock exams and STAAR/EOC scores

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students who failed STAAR/EOC and place them in appropriate intervention and track their progress. <b>Strategy's Expected Result/Impact:</b> Struggling students will have a solid instructional support system to close their academic gaps <b>Staff Responsible for Monitoring:</b> Teachers and API's  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training and TEKS aligned instructional resources to teachers <b>Strategy's Expected Result/Impact:</b> Teachers will better prepare students for STAAR/EOC exams because students will have multiple opportunities to practice and demonstrate mastery of TEKS <b>Staff Responsible for Monitoring:</b> Teachers and API's  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	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:

Student Learning
<b>Problem Statement 1:</b> Students struggle on writing tasks <b>Root Cause:</b> Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
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School Processes & Programs
<b>Problem Statement 1:</b> EL students did not meet the expected district growth target of 42% <b>Root Cause:</b> EL students need more practice with speaking skills
Perceptions
<b>Problem Statement 2:</b> Our campus did not meet Great Places to Work target of 80 average. <b>Root Cause:</b> Staff stated that they did not have the tools needed to do their job

### Goal 3: IDEA achieves an A rating







**Performance Objective 2:** Increase Domain 3 Academic Achievement targets for sub-populations and Special Education students from 11/14 to 14/14.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim assessment data, exit tickets, Mock exams and STAAR/EOC scores

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Track data for sub-populations and special education students to provide targeted interventions <b>Strategy's Expected Result/Impact:</b> All students including sub-populations and special education students will increase scores <b>Staff Responsible for Monitoring:</b> Teachers and API's  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide strategic tutoring for special education students to push from meets to masters in Reading and Math <b>Strategy's Expected Result/Impact:</b> Students will improve their Reading and Math skills and will achieve higher assessment scores <b>Staff Responsible for Monitoring:</b> Teachers and API's  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	



## Performance Objective 2 Problem Statements:

Student Learning	
<b>Problem Statement 1:</b> Students struggle on writing tasks	<b>Root Cause:</b> Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
<b>Problem Statement 2:</b> Our campus did not meet math targets for sub-populations	<b>Root Cause:</b> Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs	
<b>Problem Statement 1:</b> EL students did not meet the expected district growth target of 42%	<b>Root Cause:</b> EL students need more practice with speaking skills

### Goal 3: IDEA achieves an A rating







#### Performance Objective 3: 50% of EL/EB students will make 1 level composite growth in TELPAS

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TELPAS Mock scores and TELPAS exam

**Summative Evaluation:** Some progress made toward meeting Objective


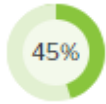




Strategy 1 Details		Reviews			
<b>Strategy 1:</b> EL/EB students will practice speaking skills during RTTC lessons, making speeches and recording themselves prior to exam <b>Strategy's Expected Result/Impact:</b> EL/EB students will practice speaking and feel confident prior to TELPAS <b>Staff Responsible for Monitoring:</b> RTTC teachers, API's, and principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> EL/EB students will practice writing skills across curriculum and receive feedback to improve their writing <b>Strategy's Expected Result/Impact:</b> EL/EB students will write well-developed, strongly organized essays in all content areas <b>Staff Responsible for Monitoring:</b> Teachers and API's  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Students struggle on writing tasks <b>Root Cause:</b> Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
<b>Problem Statement 2:</b> Our campus did not meet math targets for sub-populations <b>Root Cause:</b> Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
<b>Problem Statement 1:</b> EL students did not meet the expected district growth target of 42% <b>Root Cause:</b> EL students need more practice with speaking skills

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

**Performance Objective 4:** Increase percentage of students meeting CCMR requirement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase number of AP courses offered so students pass at least 1 before graduation <b>Strategy's Expected Result/Impact:</b> Increased number of students pass at least 1 AP exam which will qualify as a CCMR point <b>Staff Responsible for Monitoring:</b> AP Coordinator and College Counselors  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide TSI preparation for students and track their progress <b>Strategy's Expected Result/Impact:</b> Students will pass TSI and earn a CCMR point <b>Staff Responsible for Monitoring:</b> College Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Students struggle on writing tasks <b>Root Cause:</b> Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
School Processes & Programs
<b>Problem Statement 2:</b> Our campus did not meet the AP scholar goal of 30% <b>Root Cause:</b> Students need additional practice and tutoring to prepare for the rigor of AP exams







#### Goal 4: Increase student daily attendance

**Performance Objective 1:** Average daily attendance will increase from 93.7% to 97% for the 2022-23 school year

**High Priority**

**Evaluation Data Sources:** Daily attendance and escalation matrix

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily call center team will contact absent students and document and track absences <b>Strategy's Expected Result/Impact:</b> Fewer students will be absent because parents will feel school cares about their child <b>Staff Responsible for Monitoring:</b> APO, SIS and teachers  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Pro-active attendance incentives will encourage students to attend school daily <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> APO and Grade Level Leaders  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> New students and families leave our campus and hurt persistence <b>Root Cause:</b> Poor onboarding for our new families <b>Problem Statement 3:</b> Our campus did not meet attendance target <b>Root Cause:</b> Lack of a consistent response to poor attendance

<b>Perceptions</b>
<b>Problem Statement 1:</b> New student persistence was below 90% target: 80% <b>Root Cause:</b> Our campus did not have solid communication systems to engage with parents

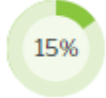





## Goal 5: Increase student persistence

**Performance Objective 1:** 90% of students will persist from the 2022-23 school year to the following school year

**High Priority**

**Evaluation Data Sources:** Student withdrawals and exit ticket surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Persistence pow-wow every 2 weeks to discuss persistence concerns <b>Strategy's Expected Result/Impact:</b> Students of concern will be flagged so that we can contact families <b>Staff Responsible for Monitoring:</b> School counselor, APO and teachers  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for students to join clubs and activities <b>Strategy's Expected Result/Impact:</b> Students will feel a sense of belonging and will persist at school <b>Staff Responsible for Monitoring:</b> Club sponsors and principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> New students and families leave our campus and hurt persistence <b>Root Cause:</b> Poor onboarding for our new families <b>Problem Statement 2:</b> Students leave our campus to attend traditional campus <b>Root Cause:</b> Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

<b>Perceptions</b>
<b>Problem Statement 1:</b> New student persistence was below 90% target: 80% <b>Root Cause:</b> Our campus did not have solid communication systems to engage with parents








## Goal 5: Increase student persistence

### Performance Objective 2: Increase new student persistence from 80% to 90%

#### High Priority

**Evaluation Data Sources:** Student withdrawals and exit ticket surveys

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Each new IDEA family will receive a phone call from their homeroom teacher welcoming them and sharing communication tools with them <b>Strategy's Expected Result/Impact:</b> New families will feel connected and know who to call for assistance <b>Staff Responsible for Monitoring:</b> School counselor and teachers  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> New students and families leave our campus and hurt persistence <b>Root Cause:</b> Poor onboarding for our new families
<b>Problem Statement 2:</b> Students leave our campus to attend traditional campus <b>Root Cause:</b> Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings
Perceptions
<b>Problem Statement 1:</b> New student persistence was below 90% target: 80% <b>Root Cause:</b> Our campus did not have solid communication systems to engage with parents







**Goal 5:** Increase student persistence

**Performance Objective 3:** Our school is a physically and emotionally safe place for students

**High Priority**

**Evaluation Data Sources:** Students rate the statement "I feel safe at school" a 4.5 out of 5 on safe school survey

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students are engaged in daily Move this World activities. <b>Strategy's Expected Result/Impact:</b> Students learning coping mechanisms to regulate their emotions <b>Staff Responsible for Monitoring:</b> School Counselor  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students engage in monthly safety and security program training as well as required monthly safety drill practice <b>Strategy's Expected Result/Impact:</b> Students feel safe at school and are prepared for incidents that may occur on campus <b>Staff Responsible for Monitoring:</b> all staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







## Goal 5: Increase student persistence

### Performance Objective 4: Students will participate in our campus coordinated health program

#### High Priority

**Evaluation Data Sources:** Survey data, fitness gram exams and active minutes logged in PE classes

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Healthy Kids Here nutrition guidelines <b>Strategy's Expected Result/Impact:</b> Students will develop healthy eating habits <b>Staff Responsible for Monitoring:</b> school nurse  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in sports and exercise in our PE and athletic programs to help them develop healthy physical activity habits <b>Strategy's Expected Result/Impact:</b> Students will engage in physical activities and be active and healthy <b>Staff Responsible for Monitoring:</b> PE teachers, coaches and principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> New student persistence was below 90% target: 80% <b>Root Cause:</b> Our campus did not have solid communication systems to engage with parents

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	RTTC I TEACHER 9TH GRADE		1
	SCHOOL COUNSELOR		1
	SR. COLLEGE COUNSELOR		1
	SR. DIRECTOR OF COLLEGE COUNSELING		1
Alyssondra Mesa	RTTC 1 Teacher	Title 1	1
Claudia Villalobos	College Counselor	Title I	1
Erika Rodriguez	Director of College Counseling	Title 1	1
Veronica Flores	College Counselor	Title !	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$0.00
2	2	2	College Counselor		\$0.00
Sub-Total					\$0.00

# 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	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP scores	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI  Campus IB Reports  Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff 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	

# IDEA College Prep San Benito

## 2021-22 Student Achievement Improvement Plan - College Prep

### COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Identify students who failed STAAR/EOC and place them in appropriate intervention	S	ELL/S	API's	August 8-May 26	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth
1A	Develop college identity in middle school through pro-active touchpoints with CC's	O	All	Casey Theivagt	August 8-May 26	CC scope and sequence for MS	Attendance and surveys for sessions	HS transition attendance and persistence numbers
2B,C	Family engagement activities calendared, planned and communicated throughout school year	O	All	Janette Loftis	August 8-May 26	calendar, planning time, budget for decorations, awards and recognitions	Attendance and surveys for sessions	Persistence and attendance numbers
2B,C	SEL/CCR implementation during academic block, differentiated to meet students' needs	DR	All	Janette Loftis and Erika Rodriguez	August 8-May 26	CCR/SEL Scope and sequence and Move your World curriculum and training	Walk-through/coaching/observations	Attendance, persistence and discipline reports
2B	Clean up Powerschool data and implement REMIND as school's communication system	O	All	Jose Lopez	July 6-May 25	Registrar cleans up PowerSchool and BOY training on communication protocol	All grade teams using REMIND	Parent survey
2C	Meet the teacher and back to school kick-off to support persistence and enrollment	O	All	Carrie Saucedo	August 7, 2020	GRPI created by lead team, clear roles, excellent communication and teacher engagement	GRPI with clear expectations	90% or higher attendance for Meet the teacher
1E	Early intervention with OTG concerns and academic accountability	O	All	Erika Rodriguez, GLL's and API's	August 8-May 26	OTG tracker, OTG task force	Grade reports and tactical data deck	OTG quarterly reports and # of students being retained
2C	GRPI for student persistence	O	All	Janette Loftis	July 20, 2020-August 10, 2021	Clear, schoolwide strategies, purchase student incentives, celebrations and fun activities for students	GRPI and timeline	Persistence numbers, student and parent surveys
2B,C	Roll out and investment in Culture priorities	DR	All	Moriah Jones, Janette Loftis and Carla Pereira	August 3-May 25	BOY Culture Walk-through form and culture tenet training	BOY Culture Walk-through	Teachboost ratings, culture ratings and discipline reports
1I	Content support for ACT prep	A	All	Erika Rodriguez	September 3-May 25	Training, ACT resources, data tracking	ACT prep GRPI	ACT scores increase
1B	Identify T1/T2 students early and differentiate for these students	O	All	Casey Theivagt	September 3-May 25	Training, messaging and investment strategies	Use scores to identify students	Retention of top students and increase in T1/T2 acceptances and matriculation
1E	Updated intervention plan to include students who did not pass STAAR in 2021	S	ELL/S	Carla Pereira	August 9-May 27	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth



## 2021-22 Student Achievement Improvement Plan - College Prep

# COLLEGE PREP

[illegible]



[illegible]

## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

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

### Needs Assessment

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

### Special Populations

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

## IDEA College Prep San Benito

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: CSI

<b>% Meeting CSI Goal</b>	<b>Reading CP CSI</b>	
<b>% CSI (EOY Ren.)</b>	53%	
<b>% of CSI Passing STAAR</b>	29%	
<b>% of SPED Passing STAAR</b>	46/17/4 = 26	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
<b>% Approaches</b>	76	87	88	n/a	72	82
<b>% Meets</b>	50	62	71	n/a	54	67
<b>% Masters</b>	25	45	50	n/a	13	11
<b>% Student Achievement Average</b>	50	65	70	n/a	46	53

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

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
<b>% Score 1</b>	58%	69%	<b>% Score 1-3</b>	n/a	26%	73%
<b>% Score 2</b>	22%	23%	<b>% Score 4-5</b>	n/a		
<b>% Score 3+</b>	21%	9%	<b>% Score 6-7</b>	n/a		
					<b>RR Goal Met/Not Met</b>	<b>WM Goal Met/Not Met</b>
					Met	Met

#### Reflections

Areas of Strength	Areas of Need
1. Implementation of the 5 steps to Reading success across the entire content	1. Need a common writing strategy for ELA
2. Data tracking by student performance	2. Practice with computer based texts and assessments
3. Strategic tutoring and intervention groups	3. Training on TEKS and new testing format

## IDEA College Prep San Benito

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	71	70	94		
% Meets	44	39	65		
% Masters	16	23	47		
% Student Achievement Average	44	44	69		
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	38%	n/a	100%	% Score 1-3	n/a
% Score 2	23%	n/a	0	% Score 4-5	n/a
% Score 3+	39%	n/a	0	% Score 6-7	n/a

Reflections	
Areas of Strength	Areas of Need
1.All math team was invested in helping improve STAAR scores (tutoring, intervention, groups)	1. Revamp 6th and 7th grade curriculum to include direct instruction and additional practice
2.API provided direct content support for teachers (revamped Algebra instruction)	2. Align iLearning topics to 6th and 7th grade courses
3. Domain 3 groupings provided targeted interventions to push students from meets to masters	3. Proper tools and practice with math tools

## IDEA College Prep San Benito

### Comprehensive Needs Assessment

#### **COLLEGE PREP**

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	86/59/35	93/81/64				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches	n/a	93				
% Meets	n/a	72				
% Masters	n/a	33				
% Student Achievement Average	n/a	66				
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	68%	n/a	n/a	68%	% Score 1-3	n/a
% Score 2	18%	n/a	n/a	18%	% Score 4-5	n/a
% Score 3+	14%	n/a	n/a	14%	% Score 6-7	n/a

Reflections	
Areas of Strength	Areas of Need
1 Team is experienced with strong content knowledge and pedagogy	1. Teachers need to conduct labs and teach lab reports
2. Strong record of results for AP Bio and Bio	2. More hands on activities
3. Addition of AP Environmental Science	3. Chemistry continues to be a concern due to low results

## IDEA College Prep San Benito

### 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>92/64/54</b>	<b>97/74/49</b>	

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>	
<b>% Approaches</b>	69	94	
<b>% Meets</b>	28	74	
<b>% Masters</b>	15	52	
<b>% Student Achievement Average</b>	37	73	

#### Data Source: AP/IB

<b>AP Scores</b>	<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>IB Scores</b>	<b>IB Group 3</b>
<b>% Score 1</b>	74%	54%	82%	83%	91%	<b>% Score 1-3</b>	n/a
<b>% Score 2</b>	15%	34%	16%	6%	4%	<b>% Score 4-5</b>	n/a
<b>% Score 3+</b>	11%	12%	2%	12%	4%	<b>% Score 6-7</b>	n/a

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
1. Humanities team (content leader and 11th US history) assisted with 8th grade social studies tutoring	1. Aligned curriculum for 8th grade
2. Use of online platform for exit tickets and bi-weekly quizzes	2. Tracking individual students' progress
3. Boot camps assisted with targeted practice on most tested TEKS	3. Common writing process for Humanities



## IDEA College Prep San Benito

### 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
<b>% Beginning</b>	1%	22%	3%	1%	40%
<b>% Intermediate</b>	18%	38%	23%	10%	
<b>% Advanced</b>	40%	29%	25%	52%	
<b>% Advanced High</b>	43%	3%	41%	37%	

#### Reflection

Areas of Strength	Areas of Need
1. TELPAS Tuesday training for staff members	1. Students need practice speaking and respnding to questions outloud
2. TELPAS tutoring groups durin CCR	2. Earlier identification of EL students and their accommodations
3. Teacher understanding of TELPAS processes	3. Better tools (recorders, computers, microphones, anchor charts)

## IDEA College Prep San Benito

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	83%	17%	58%	28%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
8%	20%	7%	65%	86%	81%
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%	18%	16%	n/a	n/a	1%

Reflections	
Areas of Strength	Areas of Need
1 Early identification of T1/T2 students	1 Earlier, better established college going identity
2 Strategic college list with stronger consideration of financial aid	2 Strategic groupings to ensure CCMR points are earned
3 Open, frequent parent communication	3 Stronger content support to boost ACT scores

## IDEA College Prep San Benito

<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>	98%
<b>% Teacher Retention</b>	95%
<b>% Campus Support Retention</b>	94%
<b>% SPED Certified Teachers</b>	100%
<b>% State/National Certified Teachers</b>	53%
<b>% State Certified Leaders</b>	50%
<b>% State/Board certified Counselors</b>	1%
<b>Number of teacher applicants per 2020-21 school year</b>	pending info. from HR

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
1 Teacher retention committee, and pro-active recognition and celebration of staff throughout school year	1. Ensure teachers need supplies needed to do their job
2. Consistent coaching	2 Continue to work on areas identified in GPTW data: Respect and Credibility
3. Most teachers have a friend and feel connected to campus	3 Consistent and clear communication regarding campus (testing, events, changes to schedule)

## IDEA San Benito

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.20%
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian- Alaska-Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific- Islander	0
% White	4.06%
% Male	49.02%
% Female	50.98%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Attendance was not met, but was one of the highest in RGV	1. Poor onboarding led to new students and families leavings
2. Eco Dis numbers increased due to strategic outreach to families	2. Lack of family engagement activities
3. Better tracking of new students	3. Discipline incidents impacted culture and persistence

## IDEA College Prep San Benito

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	88%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	Areas of Need
1. EOY evening awards and sports awards were very well attended	1. Need monthly family engagement events during the evening tailored to grade levels
2. 8th grade HS preview night was well attended (92%)	2. Improve parent communication through REMIND, Facebook and parent newsletter
3. Weekly positive parent calls improved communication between teachers and parents	3. Calendar events and invite staff members for planning purposes; set attendance expectations