

IDEA Public Schools

San Juan College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

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

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

1. IDEA College Preparatory San Juan is a Title 1 open- enrollment charter public school serving the needs of a rural, mostly Hispanic, low- income student body through a STEM education and various programs and activities. We are located at 600 E. Sioux Rd. in San Juan, Texas. Our student body is made up of 722 students in grades six through twelfth. Our stakeholders include a staff of over 100 people including administration, instructional and operations personnel, parents/ guardians, district support staff, private donors, and former alumni who all believe in the mission of being the largest producing district in sending young people to college. Through various opportunities throughout the year, stakeholders are able to provide feedback and suggestions for campus improvements.
2. IDEA College Preparatory San Juan provides a competitive STEM/ CTE program to all students in middle and high school as many schools in the San Juan area offer similar course offerings. However, the biggest need in our community is assisting our students through the college-going process, therefore, our college counseling department is a strength at our school.
3. We have a large population of economically disadvantaged families and students in special programs, so our programs in English Language acquisition and special education services are a big part of our campus. In addition to the programs and curriculum we have for students in our daily instruction, we have a parent program that provides English Language acquisition in order to impact the whole household and not just the student.

See PDF in Addendum for more information.

Demographics Strengths

See PDF Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA College Preparatory did not meet projected enrollment during the first 2 weeks of school. **Root Cause:** We did not meet persistence and therefore had many seats available that needed to be filled. Not enough communication going out to surrounding community about what we offer that appeals to them. Recruitment was focused at areas about 10 miles out and not from close proximity of school.

Problem Statement 2 (Prioritized): IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%). **Root Cause:** Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Problem Statement 3 (Prioritized): IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year. **Root Cause:** Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Problem Statement 4 (Prioritized): Onboarding for new students and families focused on IDEA culture, but not stamping the expectations in the student code of conduct. **Root**

Cause: Set agenda does not include this as a key point to review and have behavioral contract signed by both parent and student.

Student Learning

Student Learning Summary

IDEA College Preparatory San Juan was rated an A campus by the State of Texas. We scored an A rating on Student Achievement, School Progress, and a B on Closing the Gaps, specifically needing to meet targets in Mathematics. Under student achievement, our STAAR component was a 75, which is our focus for this year, but we are producing high marks under graduation rate which rated a 100 and in CCMR with a 99. Our campus earned the distinctions in the following areas: Academic Achievement in ELA/ Reading, Academic Achievement in Science, and Post- Secondary Distinction. Our school is keeping its commitment to our community in supporting and sending 100% of students to college and ensuring they are prepared when they get to the university of their choice. We are also supporting our students in post- secondary education or job readiness, depending on thier educational plans.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100). **Root Cause:** Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations

Problem Statement 2 (Prioritized): Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. **Root Cause:** Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management

Problem Statement 3: Students demonstrating growth in one or more levels for TELPAS is under 50%. **Root Cause:** Lack of communication to parents and students on individual goals for exam Students did not consistently practice all 4 components of exam throughout the school year

School Processes & Programs

School Processes & Programs Summary

IDEA CP San Juan offers a STEM education partnered with a strong AP program to support our students in getting them college ready. Our staff is trained in AP curriculum every year through AP summer institutes as well as throughout the year as they collaborate with course leaders from the district. Additionally, the Rio Grande Valley AP program added an AP Share Fair to showcase our best teachers in the AP program to bring to others best practices. The STEM program has received a grant which allows for professional development opportunities outside of IDEA and the use of grant funds to provide supplies and technology needed to support instruction in the classroom. Each teacher is provided with training on how to use curriculum and resources.

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 met that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF in Addendum for additional information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Family engagement activities were inconsistent throughout the 21-22 school year. **Root Cause:** Communication to families of events for the year was lacking Lack of communication on health and safety protocols and procedures was unclear and inconsistent

Problem Statement 2 (Prioritized): Professional Development between our middle school and high school staff and opportunities for team building for staff to impact teacher retention was mostly seen in beginning of year, but not throughout the school year. **Root Cause:** Most opportunities for collaboration are based on grade level teams and not content or cross-content teams.

Problem Statement 3 (Prioritized): The number of students exceeding the growth target for TELPAS is below 42%. **Root Cause:** Goal setting conversations did not happen with students to ensure knowledge of growth goal

Perceptions

Perceptions Summary

At IDEA CP San Juan, the drop out rate is 0% across all race/ ethnicity groups which is not common amongst other schools in our district and neighboring communities. Our campus efforts to retain and matriculate seniors is largely attributed to this result.

We understand mental well being and access to help/ assistance is necessary and of utmost importance, so we not only have an experienced Student Success Advisor who meets with students individually and in groups, we train and promote our peer mentor group so students have access to help from many people on campus. We believe in a restorative approach to misbehavior and practice this by following our student code of conduct and providing the consequence that most appropriately matches the action.

Every year, student and parent surveys to out to our families to measure and collect data on the satisfaction of our staff and practices at our campus. Most of our teachers have a satisfactory rating from both students and parents evident in our survey data as well as in our internal district teacher pathway as our campus has a high number of level 4 and 5 teachers.

Some barriers to our families participating in surveys and campus activities are long work hours or working multiple jobs, no access to internet, and no access to transportation.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. **Root Cause:** Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Problem Statement 2 (Prioritized): Increased Level 1 and 2 infractions in the classrooms because of lack of student investment in student code of conduct. **Root Cause:** Teacher development was lacking in proactive/ restorative measures. Students are unaware of infractions and potential consequences for each. Student code of conduct is not discussed unless a students is already facing consequences for an action. Lack of system of preventative measures to avoid infractions.

Priority Problem Statements

Problem Statement 1: IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%).

Root Cause 1: Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100).

Root Cause 2: Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks.

Root Cause 3: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Family engagement activities were inconsistent throughout the 21-22 school year.

Root Cause 4: Communication to families of events for the year was lacking Lack of communication on health and safety protocols and procedures was unclear and inconsistent

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year.

Root Cause 5: Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Problem Statement 5 Areas: Demographics

Problem Statement 6: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics.

Root Cause 6: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Increased Level 1 and 2 infractions in the classrooms because of lack of student investment in student code of conduct.

Root Cause 7: Teacher development was lacking in proactive/ restorative measures. Students are unaware of infractions and potential consequences for each. Student code of conduct is not discussed unless a student is already facing consequences for an action. Lack of system of preventative measures to avoid infractions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The number of students exceeding the growth target for TELPAS is below 42%.

Root Cause 8: Goal setting conversations did not happen with students to ensure knowledge of growth goal

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Onboarding for new students and families focused on IDEA culture, but not stamping the expectations in the student code of conduct.

Root Cause 9: Set agenda does not include this as a key point to review and have behavioral contract signed by both parent and student.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Professional Development between our middle school and high school staff and opportunities for team building for staff to impact teacher retention was mostly seen in beginning of year, but not throughout the school year.

Root Cause 10: Most opportunities for collaboration are based on grade level teams and not content or cross-content teams.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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





Goals







Goal 1: Increase staff retention

Performance Objective 1: IDEA College Preparatory San Juan will retain 85% of staff from the year 22-23 to 23-24.

High Priority

Evaluation Data Sources: Data from instructional staff leavers and operations staff leavers

Strategy 1 Details	Reviews			
Strategy 1: Dissect data from Teacher panel, Empathy Survey, and Great Places To Work and hold a strategy meeting to impact lowest statements throughout the year. Strategy's Expected Result/Impact: Increase staff retention percentage from previous year Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: ICPSJ will provide targeted professional development through our weekly meetings, district sessions, or outside professional development such as but not limited to Region One . Strategy's Expected Result/Impact: Teachers will stay as they receive training to help improve in areas of growth Staff Responsible for Monitoring: APIs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Principal monthly meetings with Talent Partner to review non-negotiables for any new positions to hire effective teachers that will add to school culture. Strategy's Expected Result/Impact: Guidance will ensure we hire teachers suited for IDEA CP San Juan that will persist from year to year. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Oct	Jan	Mar	June
	 60%	 75%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: All IDEA students matriculate to college







Performance Objective 1: Ensure 100% of students are CCMR ready by end of senior year.

High Priority

HB3 Goal

Evaluation Data Sources: TASI 2, Advanced Placement Exams, ACT Exams

Strategy 1 Details	Reviews			
Strategy 1: Utilize district ACT Prep curriculum weekly starting 8/20/22 during RTTC class provided by RTTC 3&4 teacher. Strategy's Expected Result/Impact: Increase ACT score by 1 Composite Point every benchmark. Staff Responsible for Monitoring: Cassandra Reyes TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coordinate TSI Prep and testing sessions for grades 9-12 with college preparatory teachers to begin by Oct. 2022. Strategy's Expected Result/Impact: 9th goal= 90% passing math 10th goal= 90% passing English 11th & 12th goal= 100% passing all components of TSI Staff Responsible for Monitoring: Alexandra Campos TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide a robust AP Program to allow for multiple means to reach CCMR goal. Strategy's Expected Result/Impact: 30% of senior class will become AP Scholars by end of 2023 Staff Responsible for Monitoring: Cassie Reyes TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



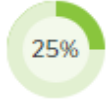





Perceptions
Problem Statement 1: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. Root Cause: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of 2023 IDEA San Juan College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education students, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

Evaluation Data Sources: District tracker towards college ready tasks, National Clearing House data, Matriculation evidence





Strategy 1 Details	Reviews			
Strategy 1: College Counselors (2) will provide individual support in college readiness tasks. Strategy's Expected Result/Impact: 100% of seniors will have filed FAFSA/ TASFA and have at least 2 personal statements on file. Staff Responsible for Monitoring: Christina Lynch TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: College Counselor - Federal Grant - \$67,049.73, College Counselor - Federal Grant - \$70,720	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct 100% of transition meetings with RISE staff with post-secondary partners (THRIVE and others) to set students up for success. Strategy's Expected Result/Impact: 100% of our RISE students will have a placement aligned with the state to meet CCMR Staff Responsible for Monitoring: Ambar Reyes TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% of students taking a STAAR/ EOC exam will score Approaches, 60% will score Meets, and 30% will score Masters for the 22-23 school year.

High Priority

Evaluation Data Sources: District Benchmarks, EdCite, Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: 100% of STAAR/ EOC teachers will track every student on each district assessment for Domain 1 and 3. Strategy's Expected Result/Impact: Meeting targets in both ELA and Math Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement plan for accelerated learning support such as tutorials and homework packets on low performing skills identified by benchmarks and classroom assessments Strategy's Expected Result/Impact: Close gaps on foundation skills needed for current objectives Staff Responsible for Monitoring: APIs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use Interventionist (1) to assist with increasing math scores through small groups with identified critical students. Strategy's Expected Result/Impact: Growth in special populations (SPED, EL) Staff Responsible for Monitoring: Krystle Zambrano TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Interventionist - Federal Grant - \$58,100	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 2: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. Root Cause: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management







Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of students in each Special Population will score Meets on STAAR/ EOC (SPED, EL, Eco Dis).

High Priority

Evaluation Data Sources: District Benchmarks, Campus Domain 3 Tracker, Locus, EdCite

Strategy 1 Details	Reviews			
Strategy 1: Use interventionists (2) to increase 6th- 10th scores in Reading through small group instruction. Strategy's Expected Result/Impact: Student special population scores will increase through small group, targeted instruction Staff Responsible for Monitoring: Christian Ramirez TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Interventionist - Federal Grant - \$58,100, Interventionist - Federal Grant - \$54,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly parent sessions for families regarding support in increasing student achievement Strategy's Expected Result/Impact: Parents become knowledgeable and support at home with academics Staff Responsible for Monitoring: Student Success Advisor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers create academic plan for each student failing with a 60 or below on the progress report and communicating with each parent no later than 1 week after reports go out. Strategy's Expected Result/Impact: Parent and teacher partnership in increasing student academic achievement Staff Responsible for Monitoring: Alexandra Campos- College Counselor	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Utilize AR Zone Facilitator to provide intervention to identified critical students in reading to support goal. Strategy's Expected Result/Impact: Students will grow 1-2 reading levels Staff Responsible for Monitoring: Christian Ramirez TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: AR Zone Facilitator - Federal Grant - \$51,500		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

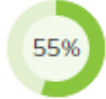





Student Learning
Problem Statement 1: IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100). Root Cause: Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations
Problem Statement 2: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. Root Cause: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management
Perceptions
Problem Statement 1: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. Root Cause: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA San Juan College Prep will achieve a 97% annual attendance rate for the 22-23 school year

High Priority

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: Implement incentives system for students at a grade level and individual level to impact daily attendance Strategy's Expected Result/Impact: Students will have multiple opportunities to obtain an incentive and be invested in goal Staff Responsible for Monitoring: Gabriel Luna- APO ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 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:








Demographics
Problem Statement 2: IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%). Root Cause: Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA San Juan College Prep students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Campus Student Tracker, District-wide Tracker, PowerSchool

Strategy 1 Details		Reviews			
Strategy 1: Inform students through Advisory class period lessons on campus expectations and consequences to prevent unwanted behaviors Strategy's Expected Result/Impact: Lower Administrative expulsions/ suspensions impacting persistence Staff Responsible for Monitoring: APIs ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

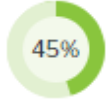









Demographics
Problem Statement 3: IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year. Root Cause: Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Goal 5: Increase student persistence

Performance Objective 2: IDEA San Juan College Prep will be a safe campus by focusing on violence prevention and intervention.

High Priority







Evaluation Data Sources: Student surveys, Move This World user data. Campus Crisis Team data review

Strategy 1 Details	Reviews			
Strategy 1: Partner with local PD and sheriff's department for staff and family training on prevention and interventions. Strategy's Expected Result/Impact: Increase awareness and decrease incidents pertaining to violence through appropriate interventions Staff Responsible for Monitoring: Gabriel Luna ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Peer mentorship program to gather data and assist with student issues regarding safety and provide appropriate interventions. Strategy's Expected Result/Impact: Peers will reach out to trained peers to receive help and minimize violence and threats. Staff Responsible for Monitoring: Marie Gonzalez ESF Levers: 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 3: 90% of students enrolled in Physical Education will meet 670 MVPA minutes throughout the 22-23 school year.

Evaluation Data Sources: HIT Monitor Data, District- wide Tracker

Strategy 1 Details	Reviews			
Strategy 1: Weekly tracking of minutes using high impact monitors through PE class (individual) Strategy's Expected Result/Impact: Coaches will help students adjust when not meeting weekly goals. Staff Responsible for Monitoring: Ernesto Gutierrez ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Campos	College Counselor	Title 1	1
Cassandra Rodriguez	College Counselor	Title 1	1
Elise Cavazos	Interventionist	Title 1	1
Erica Rios	Interventionist	Title 1	1
Francisco Herrera	RTTC III & IV Teacher	Title 1	1
Ruby Ortiz	Interventionist	Title 1	1
Yessenia Garza	AR Zone Teacher	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	College Counselor		\$70,720.00
2	2	1	College Counselor		\$67,049.73
3	1	3	Interventionist		\$58,100.00
3	2	1	Interventionist		\$58,100.00
3	2	1	Interventionist		\$54,000.00
3	2	4	AR Zone Facilitator		\$51,500.00
Sub-Total					\$359,469.73

Addendums

Teacher Name	CNA Culture Group	Teacher Name	CNA Content Group
Krystal Hernandez	100% College Matriculation (LEADER)	Sarah Solis - CTL ELA	ELA (LEADER)
Edwardo Lopez	100% College Matriculation	Gilberto Villarreal	ELA
Gilberto Villarreal	100% College Matriculation	Sebastian Castillo	ELA
Hollie Oaks	100% College Matriculation	Jaidre Mata	ELA
Julyan Baden	100% College Matriculation	Allison Cavazos	ELA
Sarah Solis - CTL ELA	100% College Matriculation	Cassandra Cerda	ELA
Sebastian Castillo	100% College Matriculation	Dina Farias	ELA
Moses Hetfield	100% College Matriculation	Krystal Garcia-GTL	ELA
Elena Andino	100% College Matriculation	Liliana Rodriguez-CTL Humanities	Humanities (LEADER)
Sue Marticio	100% College Matriculation	Julyan Baden	Humanities
Karen Quiroga-CTL Science	100% College Matriculation	Moses Hetfield	Humanities
Selina Lopez	100% College Matriculation	Selina Lopez	Humanities
Victoria Segundo	100% College Matriculation	Erick Cantu	Humanities
Arlene Montano	Family & Community Involvement (LEADER)	Dustin Kipp	Humanities
Aylem Navarro	Family & Community Involvement	Nancy Morales - CTL Math	Math (LEADER)
Rocky Vazquez	Family & Community Involvement	Hollie Oaks	MATH
Jaidre Mata	Family & Community Involvement	Raquel Vasquez	MATH
Elva Ramirez	Family & Community Involvement	Samara Roura	MATH
Erick Cantu	Family & Community Involvement	Juan Hinojosa	MATH
Ramon Reyna	Family & Community Involvement	Sherry Fielder Kite	MATH
Ruth Perozo	Family & Community Involvement	Stephanie De La Fuente	MATH
Allison Cavazos	Family & Community Involvement	Thomas Baugh	MATH
Itzbi Mendoza	Family & Community Involvement	Karen Quiroga-CTL Science	Science (LEADER)
Cassandra Cerda	Family & Community Involvement	Sue Marticio	Science
Samara Roura	Family & Community Involvement	Krystal Hernandez	Science
Ernesto Gutierrez	School Culture & Climate (LEADER)	Arlene Montano	Science
Alejandra Alaniz	School Culture & Climate	Tiffany Martinez	Science
Nancy Morales	School Culture & Climate	Manuel Gonzalez	Science
Bianca Ibarra	School Culture & Climate	Aylem Navarro-CTL Spanish	Spanish (LEADER)
Deyra Cantu	School Culture & Climate	Elena Andino	Spanish
Dina Farias	School Culture & Climate	Itzbi Mendoza	Spanish
Ruby Ortiz	School Culture & Climate	Cristina Correa-GTL	STEAM ELECTIVE (LEADER)
Maria Chavez De Ruedas	School Culture & Climate	Victoria Segundo	STEAM ELECTIVE
Dustin Kipp	School Culture & Climate	Elias Ramos	STEAM ELECTIVE
Elias Ramos	School Culture & Climate	Ian Kettelkamp	STEAM ELECTIVE
Juan Hinojosa	School Culture & Climate	Kevin Gamas	STEAM ELECTIVE
Tiffany Martinez	School Culture & Climate	Francisco Herrera	STEAM ELECTIVE
Sherry Fielder Kite	School Culture & Climate	Ernesto Gutierrez	STEAM ELECTIVE
Tania Robles	School Culture & Climate	Ambar Reyes - GTL Rise	TELPAS (LEADER)
Krystal Garcia	Staff Quality, Recruitent, & Retention (LEADER)	Edwardo Lopez	TELPAS
Cristina Correa	Staff Quality, Recruitent, & Retention	Ramon Reyna	TELPAS
Erica Rios	Staff Quality, Recruitent, & Retention	Alejandra Alaniz	TELPAS
Francisco Herrera	Staff Quality, Recruitent, & Retention	Bianca Ibarra	TELPAS
Kevin Gamas	Staff Quality, Recruitent, & Retention	Deyra Cantu	TELPAS
Liliana Rodriguez	Staff Quality, Recruitent, & Retention	Tania Robles	TELPAS
Erica Rios	Staff Quality, Recruitent, & Retention	Erica Rios	TELPAS
David Leal	Staff Quality, Recruitent, & Retention	Ruby Ortiz	TELPAS
Janett Landeros	Staff Quality, Recruitent, & Retention	Janett Landeros	TSTEM/CTE (LEADER)
Manuel Gonzalez	Staff Quality, Recruitent, & Retention	David Brown	TSTEM/CTE
Stephanie De La Fuente	Staff Quality, Recruitent, & Retention	Maria Chavez	TSTEM/CTE
Thomas Baugh	Staff Quality, Recruitent, & Retention		

San Juan College Prep

Comprehensive Needs Assessment

LAST YEAR - DELETE THIS SECTION WHEN DONE - it is here for refrence ONLY

Data Source: End of Course Assessments

	MS PE	Health/Speech	ACT	RTTC 1	Art 1	Art 2 - Drawing	Art 3 - Painting
% Approaches	100%	98%	97.50%	82.70%	100%	79%	88%
% Meets	99%	85%	75%	66.70%	10%	58%	72%
% Masters	90%	46%	52%	34.40%	15%	28%	44%
% Student Achievement Average	100%	98%	87.30%	82.70%	75%	79%	88%

Data Source: AP/IB/Electives

AP Scores	AP 2-D Art and Design (C. Correa)	AP Art History (C. Correa)	AP Drawing (C. Correa)
% Score 1	10%	20%	7%
% Score 2	30%	40%	33%
% Score 3+	60%	40%	60%

Reflections

Areas of Strength	Areas of Need
1 Online curriculum that is very virtual learning friendly and multiple	1 Support with student registration and
2 Despite being Virtual students were still able to get physical activity	2 Having available spacing for incliment weather
3 Admin is one of most supportive for visual arts in the district and	3 Our facilities are in dire need of renovation;

San Juan College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: End of Course Assessments

	MS PE	Health/Speech	ACT 10th	RTTC 1/2/3	Art 1	Art 2 - Drawing	Art 3 - Painting
% Approaches	100%	97%		11.4%/15%/97%	90%	15%	14%
% Meets	100%	85%		21.9%/33.3%/89%	75%	27%	32%
% Masters	100%	48%		50.5%/28.1%/64%	20%	59%	54%

Data Source: AP/IB/Electives

AP Scores	AP 2-D Art and Design (C. Correa)	AP Art History (C. Correa)	AP Drawing (C. Correa)
% Score 1	0%	48%	0%
% Score 2	25%	48%	36%
% Score 3+	75%	5%	64%

Reflections

Areas of Strength	Areas of Need
Our AP Art & Design program has been one of the consistent contributors to our campus meeting our AP Scholar Goal for over 10 years.	Our high school art courses (drawing, painting, AP Art & Design) have not had school funding for course materials since 2019. Ms. Correa has either had to purchase from her own pocket or find outside donations. We previously had \$2000, per year, to spend on art supplies.

Students love the engagement of sports. It's a big stress reliever expelling all that energy out. With the different games and activities they are learning, It exposes the students to learn different sport other than Basketball, Football and Soccer.	As students use thier heart rate monitors to play, some of the monitors take a beating and stop working making it difficult to track thier progress. Our monitors are now out of warranty and are in need of replacments.
Students love to be able to get away from traditional learning and experiment in the fine arts. The different projects, skills, and lessons being taught students get to enjoy a well rounded process of the arts. From drawing, painting, and sculpting, students get to practice with more than 1 discipline of art.	Having a high school level class in 8th grade really hinders students growth. As frist year art students, they are set up with major disadvantages. 8th grade students should only take middle school level art classes.

San Juan College Prep

Comprehensive Needs Assessment

Data Source: End of Course Assessments						
	Course Name: IED	Course Name: AERO	Course Name: FOCS	Course Name: Practicum		Course Name: AP Comp Sci Principles
% Approaches	78%	N/A	94%	N/A	AP Scores	
% Meets	63%	N/A	67%	N/A	% Score 1	77%
% Masters	29%	N/A	48%	N/A	% Score 2	18%
# of students enrolled in the course:	107	43	109	42	% Score 3+	6%
# of students successfully completing course	107	43	109	42	# of students successfully completing course	73
# of Students Industry Certified	N/A	N/A	N/A	15	# of Students Industry Certified	N/A
Reflections						
Areas of Strength			Areas of Need			
Set curriculum and classes for our different pathways Three full computer labs Our STEM department feels supported with the grant that we have received. Our Manager is a great advocate for our programs			More storage space for materials and projects More IT privileges PD for Practicum in STEM class More IT support Computer lab teachers need technology access to facilitate classes. Lab teachers need generic login information for lab computers. We were often unable to run software needed for engineering classes when needed.			

San Juan College Prep

Comprehensive Needs Assessment			
COLLEGE PREP			
Data Source: STAAR			
	Spanish 1	Spanish 2	Spanish 3
% Approaches	89.2	87.6	94.9
% Meets	85.5	82	86.6
% Masters	63.1	57	48%
% Student Achievement Average	79.26	75.5	76.5
Data Source: AP			
AP Scores	Pass AP Spanish Lit	Pass AP Spanish Lang	
% Score 1	16.12%	32.00%	
% Score 2	30.64%	18.00%	
% Score 3+	53.22%	50.00%	

Reflections	
Areas of Strength	Areas of Need
Team advocates and trouble shoots for correct placement of students when issues are identified with student performance and habilities.	1 Establishing clear expectations of student and proctor expectations. For validity of assessments. Create Student Awareness of Placement Procedure and Rationale for testing expectations. Provide rationale and benefits in showing mastery for accurate placement in a pre testing lesson. Parent communication regarding student placement. Letter.
2 Norming scoring of writing expectations vertical alignment on Procedural writing/speaking tasks ex. Steps to write email replies, essays, presentations and dialogs.	2 Must improve on vertically matching AP Aligned (rationale) on conceptual writing objectives ex. Must ask questions on email reply that are related to the prompt email and not just basic questions to merely meet the requirement. Advocate for use of CTM time to collaborate on unit planning
3 Material and curriculum space for incorporation of various reading genres across levels.	3 Be more intentional in incorporation of reading in Span 1-3 Levels. Ensure an optimal ratio of narrative and informational reading to ensure both skills are developed appropriately for AP courses. Review and refine reading constructor now that new Spanish 1-3 teacher is on board.

Next steps

1. Elna will write a letter for parents by monday 18.

San Juan College Prep						
Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: CSI						
% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	35%					
% of CSI Passing STAAR	40%					
% of SPED Passing STAAR	16%					
Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	60.00%	67%	73.00%		61%	70%
% Meets	27.00%	35%	43.00%		50%	65%
% Masters	14.15%	17%	16.00%		15%	21%
% Student Achievement Average	34%	39%	43%		42%	52%
Data Source: AP/IB/Electives						
AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	40.20%	59.70%	% Score 1-3	NA	6th: 25.89%	6th: 86.61%
% Score 2	46%	24.70%	% Score 4-5	NA	7th: 11.32%	7th: 85%
% Score 3+	13.70%	16.00%	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	Areas of Need
Students are able to identify and explain the function of metaphor.	Students struggle to explain how details, diction, and syntax reveal a narrator or speaker's perspective.
Students are able to write a thesis that presents a defensible interpretation of a literary work.	Students struggle to develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
Students are able to develop a paragraph that includes a claim and evidence supporting the claim.	Students struggle to strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
Students are able to describe the line of reasoning and explain whether it supports an argument's overarching thesis.	Students struggle to use established conventions of grammar and mechanics to communicate clearly and effectively.
Students were able to analyze the author's use of print and graphic features.	Students struggled with explaining the author's purpose and message withing a text
Students were able to use text evidence to support an appropriate response.	Students struggled with multiple organizational patterns within a text to develop the thesis.

Students were able to use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.	Students struggled with paraphrasing and summarizing texts in ways that maintain meaning and logical order.
Students were able to analyze how characters' motivations and behaviors influence events and resolution of conflict.	Students struggled with dictionary skills and vocabulary. Students need to build a sense of self-motivation to use the dictionary.
Students were able to make inferences and use evidence to support understanding.	We need bridge the gap between CSI and ELA teachers in regards to targeting the areas our critical student struggle in starting from the beginning of the school year.
Students were able to determine author's purpose.	Due to changes to the writing portion of STAAR tests for various grade-levels, the department needs to prioritize vertical alignment for tested and non-tested writing skills.
The English Language Arts department collaborated by sharing best practices at least once a month.	Students struggled with vocabulary and dictionary skills
Students were able to make inferences and use evidence to support Students were able to make connections and analyze interactions in a text	Students struggled with analyzing key details in a text.

San Juan College Prep

Comprehensive Needs Assessment - College Prep			
San Juan COLLEGE PREP			
Data Source: STAAR			
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			
Data Source: EOC/ Semester Exam Data			
	Geometry	Algebra II	Pre-Calculus
% Approaches	77%		86.40%
% Meets	44%		13.60%
% Masters	22%		4.50%
Data Source: AP Exams/ Dual Enrollment (On Ramps)			
AP Scores	Pass AP Calculus AB	Pass AP Prob. & Stats.	On Ramps
% Score 1	100%	100.00%	Passing & Claiming Transcript _____
% Score 2	0%	0.00%	Not Passing & Not Claiming Transcript _____
% Score 3+	0%	0%	Total Students in the course: _____

Reflections	
Areas of Strength	Areas of Need
(AP Stats) Received great resources to use in class from trainings. Studnets were involved in lessons especially when the problems were on topics that intrested them	Need to incorporate more practice time into class to help students improve their skills. Also closing the gaps that students have due to not being in a physical math class for some time.
(Geometry) Students have an interactive notebook that contains correctly written out examples and their daily exit tickets. They can use this as a tool to help with homework or to study. I assigned very strategic do nows and exit tickets. Students were strategically arranged by seating them in pairs with a high/medium student with a low student. Intro to new material was shorter so more time was given for independent practice. Tutoring once a week based on the lowest performing TEKS really helped struggling students.	(Geometry) Updated curriculum more ACT aligned questions. Lessons were challenging and rigorous for students. Student gaps were significantly greater than in previous years. Struggled with student participation in almost everything used to help advance their math skills. High students were not willing to tutor peers.
(Algebra 1) The reteach portion (including the agenda structure) improved the students base knowledge substantially from when they first learned the topics. Practice problems and exit ticket where all mulitple choice or griddables which was more STAAR aligned.	(Algebra 1) More practice time with problems similar to what they would see on the STAAR. Lessons don't feel balanced and lesson breakdown/order feels inefficient.

[illegible]

[illegible]

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

Data Source: Internal					
	6th Grade EOY Assessment	7th Grade EOY Assessment	9th Chemistry Grade EOY Assessment		STAAR Biology
% Approaches				% Approaches	
% Meets				% Meets	
% Masters				% Masters	
% Student Achievement Average				% Student Achievement Average	
Data Source: AP/IB					
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	
% Score 1	60.20%				
% Score 2	23.90%				
% Score 3+	15.90%				
Reflections					
Areas of Strength			Areas of Need		
AP courses increased the numbers and rigor of AP labs according to College Board standards. AP courses implemented labs and hands-on activities to emphasize and connect science concepts.			Lab resources required more time this year to fulfill the orders. Teachers planned in advance the labs but district HQ took more time for processing the orders. Also, the science companies frequently had delay in shipping.		
District curriculum leaders provided the scope and sequence for each course. The teachers were able to calender each unit and backwards plan from the unit exam.			COVID and COVID exposure cases increased absences across grade levels and courses. The calender and planning were negatively impacted. Teachers struggled to keep on track with concepts and content and district exam dates were not flexible for every course.		

[illegible]

<u>San Juan College Prep</u>					
Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: Internal Assessments					
	6th Grade EOY Assessment	7th Grade EOY Assessment		STAAR 8th US History	EOC US History
% Approaches	96%	99%	% Approaches	N/A	N/A
% Meets	36%	78%	% Meets	N/A	N/A
% Masters	60%	58%	% Masters	N/A	N/A
% Student Achievement Average	64%	78%	% Student Achievement Average	N/A	N/A
Data Source: AP/IB					
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics
% Score 1	77%	81%	69%	46%	94%
% Score 2	10%	13%	19%	18%	6%
% Score 3+	13%	6%	12%	34%	0%
Reflections					
Areas of Strength			Areas of Need		
1. Students are provided daily opportunities to practice writing, critical-thinking, and collaborative skills throughout the various humanities courses. Courses use aligned writing strategies (CER/ACE) that encourage writing growth for future classes.			1. Access to data from previous course/year to quickly identify gaps in writing and reading early on. Persistent gaps in reading, writing, and critical thinking skills limit some students' ability to engage with all course content.		
2. Expanded course offering (Mexican-American Studies) to meet the needs of our campus.			2. Finding a consistent and maintainable procedure for providing students with clear and actionable feedback.		

3. Instruction is aligned to the course and exam expectations for AP and STAAR including primary and secondary source analysis and interpreting social studies' developments and processes.	3. Courses lack opportunities for real-world application of skills, thus students fail to see the purpose in learning history related courses (Texas History, US History, World History). Applying global trends and issues to topics is also an area of need to help students internalize importance and purpose of humanities.
4. Courses incorporate different instructional practices, including Kagan strategies, Project Based Learning, Nearpod, and Peardeck.	4. Students are limited in problem-solving strategies/habits or are unable to manage the rigor of classes (especially since returning from distance learning). Many are stuck and struggle to find their way out of misunderstandings and fall behind creating larger gaps in reading and writing.

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation					
Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%			60%		
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
16.8	15.7	0	67.5	77	67
Campus Data					
Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
18.9	17.2	24.7	NA	NA	
Reflections					
Areas of Strength			Areas of Need		
<p>TSI small groups were made for seniors not exempt going into 12th grade. Seniors were divided into small groups for intervention class based on TSI exemptions and data from past TSI exams. Seniors were tested at once every week. Multiple Saturdays were allocated for TSI provided tutoring sessions and testing. Testing occurred in 9th-10th grade, which allowed exemptions for one or both TSI exams in earlier grade levels.</p>			<p>The TSI assessment recently went through revisions on content and scoring. However, the review material has not met the changes to TSI. The school needs to increase the awareness on the importance of these exams 9-12th grades. 12th grade needs to comprehend the impact of these exams on admission status and remediation courses. The school can use a TSI informational PowerPoint that explains what the TSI is as well as the cost of remedial classes and effect on their college applications.</p>		
<p>11th grade was invested in the college application by choosing the teachers for letter of recommendation (LOR) writing. Teachers were supported with student survey, district rubric, and accountability partner. Teachers had fewer letters of recommendation to write this year. The early LOR deadline led to more Early Decision and Early Action applications. In addition, the 12th graders were supported by individual counseling appointments.</p>			<p>The letter of recommendations teacher pool needs to be expanded to include other grade level teachers such as their advisory teachers. Students need to be exposed and familiarized with diverse Tier 1 and Tier 2 university/college at earlier grade levels. The pandemic prevented field lessons to Tier1 and Tier 2, so this continues to be an area of growth. Tier 1/ Tier 2 university/Cllge of the Week with statistics, location, and testimonies can be implemented during Road To and Through College (RTTC) class. College Fair needs to be reinstated for 11th and 12th grade; the college list needs to include colleges/universities from Texas and various parts of the United States.</p>		
<p>The school exposed students to alumni testimonials through virtual meetings and Q/A sessions. Students were provided the opportunity to visualize their future paths.</p>			<p>The alumni sessions with 12th grade needs to be personalized with IDEA CP San Juan alumni. Since our school is part of a specific area and demographics, our alumni leading the discussion would make even more of an impact on our 12th grade students.</p>		
<p>Parent meetings with counselors were consistent and individualized to the senior. The meetings were geared to closing information gaps, educating parents on the college application process, and working as a team to assist their child in getting to the college of their choice. Parents had direct relay of information from counselors and teachers through Remind messages. Also, the school provided a weekly school bulletin that informed parents of all grade levels important information and dates. This newsletter was sent out every Sunday. The school had whole grade level parent meetings 1st and 2nd semester. The 1st semester 12th grade meeting was on the college application and financial aid process. The 2nd semester 12th grade meeting was on AP testing schedule, College Signing Day and graduation.</p>			<p>Grade level parent meetings need to increase in frequency as before pandemic. In addition, seniors need regular benchmark meetings with stakeholders such their administrator mentor and teachers. The additional stakeholders can support counselors with the college application process.</p>		

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

Reflection

Areas of Strength

Areas of Need

[illegible]

San Juan College Prep	
Comprehensive Needs Assessment	
College Preparatory	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	100%
% Teacher Retention	
% Campus Support Retention	
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	
Reflections	
Areas of Strength	Areas of Growth
1. IDEA College Preparatory San Juan has a large number of master teachers and teachers who have been teaching for 4+ years, and most are returning next year.	1. The school and grade levels are inconsistent with giving consequences for uniform infractions, technology usage, etc. There is no behavior matrix and not all teachers enforce normed expectations.
2. The campus has highly qualified AP teachers resulting in the school being ranked #6 in the nation according to the Jay Matthews scale.	2. Some students are given more leniency with infractions based on academic level and/or relationship with teacher.
3. Increase of tutors to help with coverage of classes instead of asking teachers to give up their conferences.	3. Last minute practices rolled out by administration without intention or purpose, such as new trackers.
4. Administration and grade teams are great about supporting teachers during times of need or when personal issues arise.	4. Lack of communication from administration to teachers about student expulsions, campus emergencies, and/or mitigations for COVID. Administration has not been present in hallways this year during transitions.
5. Opportunity for growth for co-teachers, professional development, and personal development.	5. Not enough celebrations of teachers or encouragement of their classroom practices. Teacher's work goes unheard, unseen, or validated. High School and Middle School teachers are unfamiliar with each other, so there is a lack of teacher-building across grade levels.
	6. Many teachers feel they are not given adequate time to produce their best instructional and planning work to due meetings, lack of communication, last minute tasks, and poor work-life balance. The broader the range of things we ask to teachers to take responsibility for the shallower the work we are able to do.
	7. Having meetings for the sake of meetings. Many are unintentional and planned last minute.
	8. Many teachers do not know they can self select trainings or personal developments. Growth is crucial in education. Stagnant growth equals stagnant results.

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	88.34%
% Overall Persistence	94.97%
% New Student Persistence	91.49%
# of Admin Withdrawals/ Level 3 Offenses	16%
% SPED	7%
% ELL	49%
% Eco Dis	87%
% Migrant	27%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	72%
% Multi	17%
% Black-African-American	1%
% Native-Hawaiian-Pacific-Islander	1%
% White	8%
% Male	50%
% Female	50%

Reflections

Areas of Strength	Areas of Need
1. Reestablishing norms, post COVID.	1. More school spirit and community.
2. School activities and bringing the joy post COVID.	2. More school activities and bringing the joy.
3. Prioritizing student/teacher social emotional intelligence.	3. Teachers and administrators rely almost exclusively on external motivation (grades, incentives, praise). As a result, students have adapted to these structures and continue to lose intrinsic motivation and their natural curiosity and desire to learn.
4. LIBRARY! We have one. The kids love the fact that they were able to check out books this year and had a book fair.	4. More clubs and funding for extracurricular activities. (notebook/school newspaper/band/etc.)
5. Family oriented students who also strive in the classroom and extracurricular activities.	5. More student led festivities (such as assemblies and pep rallies).
6. Student technology, giving all students a laptop.	6. Inconsistency across grade levels with response to minor infractions (such as uniforms, attendance, phones).
7. Expanding our curriculum and including more classes like Mexican American Studies to meet the academic, social, and cultural needs of our students.	7. Teachers feel pressure to pass students instead of putting that responsibility back on the student and parents. We need to develop a plan at the beginning of the school to ensure teachers and parents know the consequences when students are not producing any work.
8. Students doing the morning announcements.	8. Clear communication on extra teacher duty expectations, especially during State of Texas Assessments of Academic Readiness.
9. We have added more after-school activities for students to participate in.	9. Keeping electives priority throughout the year, even during State of Texas Assessments of Academic Readiness/Advanced Placement exams.
	10. Better planning with schedules after semester exams, mock exams, Advanced Placement exams, State of Texas Assessments of Academic Readiness testing.
	11. Strive to be more inclusive by ensuring all events and activities include our exceptional students.
	13. Collaborating with grade team leaders and teachers in planning special events for our teachers and staff such as; teacher appreciation week, holidays parties, or school events.
	14. Creating a school schedule that includes recess during lunch to increase their level of physical activity and exert energy in a healthy way.

San Juan College Prep	
Comprehensive Needs Assessment	
College Preparatory	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	Pending
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%
Reflections	
Areas of Strength	Areas of Need
At the beginning of year student's were given tote bags with school supplies and IDEA San Juan attire.	Due to COVID restrictions we did not do any festivals this year. We need to focus on some festivals to bring families and community together.
Keeping up with the Saints family weekly news kept our families more up to date and involved this year.	This year we did not offer after school English classes for parents and that was something that was popular and helpful before COVID.
Communication with Families through remind, parent phone calls, messages about upcoming exams.	Teachers used to be assigned a mentor group, which consisted of approximately 10-20 students. Parents were consistently informed regarding their child's grades and overall academic progress. Students and parents communicated with their mentor teacher regarding any questions or concerns throughout the year.
Continue with the celebrations every end of quarter to celebrate their succes in their classes obtaining A and B honor roll and having awards ceremonies at the end of the year for all grade level students.	During senior dinner, where our 12 graders bring their parents to recieve their awards and recognitions, the students were asked to choice ONE parent only to bring to the dinner and that created a sense of rejection and lack of unaknowledge and its not fair not only for the parent, but also to the student by putting them in the position of having to choose between mom and dad.
IDEA San Juan College Prep has their own Facebook page where they communicate any important messages, announcements, celebrations, etc.	Whole School Teams for streamlined communication regarding uniform expectations, testing, bad weather school/no school communications, assembly cancellations etc. maybe include a transcript of announcements for kids who missed them in the morning.
Parent meetings with teachers in regards of upcoming events/class progress in order to answer questions or clarification	Set expectations that all grade levels have an assembly group from the start on Teams to ensure communication is sent to whole grade levels quickly when needed.
Communication with families through Remind, parent phone calls, messages	Did(Do) not have a clear idea of state of School tecnology as no inverntories were made throughout the years. Many students are reporting they do not know where their computers are, some say they do not work, did not report it, many have lost their chargers. It is unclear how or when parents will be notified and it will be frustrating for them if they find out at the end of the year and have to come up with money on the spot.
We help relieve the financial burden of purchasing uniforms for students/families by sponsoring the student with a uniform.	Take into account of parents time that are not able to attend after school. Providing additional resources for parents.
	In previous years, 21st Century would participate in community events like parades and McAllen marathon. I think it's important to be seen like that at community events instead of just IDEA billboards