IDEA Public Schools

South Flores College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 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**

At South flores, we are committed to the development of students according to the **IB learner profiles**.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

- Reflective

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Being on the southside of San Antonio, we believe every scholar deserves an excellent education at <u>no cost</u>. Our campus has 743 scholars who attend in grades 6th - 12th. Through our rigorous Advance Placement and International Baccalaureate program for ALL SCHOLARS, along with the partnership of our SoFlo community, we have matriculated 100% of our seniors to college since our first graduating class in 2020. See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to ensure all scholars and families feel a sense of belonging to our campus. **Root Cause:** Events/clubs on the school calendar were not planned with consistency to tailor to all types of scholars and families. This led to relationships/partnerships with scholars, families, and staff not to our campus or our mission.

Problem Statement 2 (Prioritized): There is a need to increase scholar attendance. **Root Cause:** Systems and communication regarding attendance had gaps at times with people out or new to their role. A back-up plan was not created to allow the system to run without key players.

Student Learning

Student Learning Summary

Since 2019, South Flores College Prep has been rated an A-rated campus and is the only A-rated middle/high school in the area. 100% of our scholars matriculate to a college and over 90% meet the metrics for CCMR. 38% of our scholars are IB medallion scholars which means they passed 3 or more IB assessments at a 4 or higher (equivalent to an AP scholar). See PDF in Addendum formore information.

Student Learning Strengths

See PDF in Addendum formore information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall passing rates of scholars on Math STAAR exams has decreased 15 points in achievement average in 2018-2019 (pre-pandemic). **Root Cause:** Each year, there is a new teacher in those contents and the leader for that area is also new to the content. We need to prioritize coaching conversations with our math staff with someone a math background.

Problem Statement 2 (Prioritized): Vertical alignment to the rigor of AP and IB. The goal for AP scholars and IB medallion scholars is 30%. The two are comparable. We have had between 35% - 58% IB scholars each graduating class. We have only had 9% at the most for AP scholars. **Root Cause:** Alignment and training to the rigor of instruction needed for those courses was lacking. In the previous years, we did not prioritize training for leaders as well on what a strong vision for an AP classroom should look like.

School Processes & Programs

School Processes & Programs Summary

Our campus leaders attend district professional development focused on prioritized School Leadership Levers. Additionally, each campus leader has a 1:1 weekly check-in with the Principal to outline their leadership trajectory, role, and responsibilities. We have also selected a grade team leader for each grade and a subject group leader for each subject. These two groups of leaders are led by our assistant principals based on their strengths in culture and instruction. Each morning, we meet with grade team leaders to discuss items of the day, daily culture focus, and weekly culture focus. For subject group leaders, they meet each Tuesday during their shared planning period to design a writing aligned professional development for teachers that occurs each Tuesday. Both groups are aligned to our two campus priorities of a reset in strong school culture and vertical alignment in writing.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Retaining our teachers and leaders in core content areas. **Root Cause:** Our campus is one with high and demanding expectations to drive towards results. At the same time, we often hear the work is unsustainable without burning out or deprioritizing other priorities outside of work. To remedy this, we will systemize and minimize our operating mechanisms to allow for our teachers to focus on what they love and want to do - teach.

Problem Statement 2 (Prioritized): Attracting certified and highly qualified teachers with experience who are connected to our mission. **Root Cause:** Often our candidate pool is often uncertified or fresh out of college. We also do not have a pipeline to entice those who have various levels of experience with a national board pipeline, etc. On our social media and refer a friend to idea campaign, we will begin highlighting the opportunities we have for teachers to grow their professional learning and mentor teachers - leading in more ways.

Perceptions

Perceptions Summary

At South Flores, we believe in engaging in mutual respect and resolving conflict by identifying 1) what happened, 2) who was harmed, and 3) how do we make things right? With peer mediation and conflict resolution, we teach scholars to communicate what they are feeling and seek to understand. 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): Consistency with family engagement events **Root Cause:** With new staff/leaders to their role and the pandemic, we had deprioritized campus events and programming. We also did not market or advertise events with enough timing or in abundance.

Problem Statement 2 (Prioritized): Attendance of college prep families **Root Cause:** We have always had events that worked for our entire campus. We need add events that "traditional high schools" have to bring in our audience (i.e. meet the player nights, dances, grade level traditions, etc)

Priority Problem Statements

Problem Statement 1: There is a need to ensure all scholars and families feel a sense of belonging to our campus.

Root Cause 1: Events/clubs on the school calendar were not planned with consistency to tailor to all types of scholars and families. This led to relationships/partnerships with scholars, families, and staff not to our campus or our mission.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase scholar attendance.

Root Cause 2: Systems and communication regarding attendance had gaps at times with people out or new to their role. A back-up plan was not created to allow the system to run without key players.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The overall passing rates of scholars on Math STAAR exams has decreased 15 points in achievement average in 2018-2019 (pre-pandemic).

Root Cause 3: Each year, there is a new teacher in those contents and the leader for that area is also new to the content. We need to prioritize coaching conversations with our math staff with someone a math background.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Vertical alignment to the rigor of AP and IB. The goal for AP scholars and IB medallion scholars is 30%. The two are comparable. We have had between 35% - 58% IB scholars each graduating class. We have only had 9% at the most for AP scholars.

Root Cause 4: Alignment and training to the rigor of instruction needed for those courses was lacking. In the previous years, we did not prioritize training for leaders as well on what a strong vision for an AP classroom should look like.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Retaining our teachers and leaders in core content areas.

Root Cause 5: Our campus is one with high and demanding expectations to drive towards results. At the same time, we often hear the work is unsustainable without burning out or deprioritizing other priorities outside of work. To remedy this, we will systemize and minimize our operating mechanisms to allow for our teachers to focus on what they love and want to do - teach.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Attracting certified and highly qualified teachers with experience who are connected to our mission.

Root Cause 6: Often our candidate pool is often uncertified or fresh out of college. We also do not have a pipeline to entice those who have various levels of experience with a national board pipeline, etc. On our social media and refer a friend to idea campaign, we will begin highlighting the opportunities we have for teachers to grow their professional learning and mentor teachers - leading in more ways.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Consistency with family engagement events

Root Cause 7: With new staff/leaders to their role and the pandemic, we had deprioritized campus events and programming. We also did not market or advertise events with enough timing or in abundance.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Attendance of college prep families

Root Cause 8: We have always had events that worked for our entire campus. We need add events that "traditional high schools" have to bring in our audience (i.e. meet the player nights, dances, grade level traditions, etc)

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- PSAT
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention to 85% of staff members to the upcoming 23-24 school year.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** 85% staff retention goal metrics weekly, monthly, and yearly

Strategy 1 Details			Reviews			
Strategy 1: Reach 80% or higher job satisfaction according to the Great Places to Work.			**Formative**			**Summative**
Strategy's Expected Result/Impact: retain staff members for the next year			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APIs, APO, DCC						
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue						

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA students matriculate to college

    High Priority

    HB3 Goal

    Evaluation Data Sources: 100% of students step foot on campus on day one.

Strategy 1 Details			Reviews			
Strategy 1: 100% of the incoming seniors have their match and fit conversation before the end of September			**Formative**			**Summative**
Strategy's Expected Result/Impact: determine early on their non-negotiables for them and their family in finding a campus in the upcoming fall so they matriculate to college **Staff Responsible for Monitoring:** College Counseling Team **Funding Sources:** Director Of College Counsling - Federal Grant - $82,159.99			Oct	Jan	Mar	June
Strategy 2 Details			**Reviews**			
Strategy 2: Create TSI plan for opportunities and remediation based on data			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% TSI exempt by senior year **Staff Responsible for Monitoring:** Director of College Counseling **Funding Sources:** Director of College Counseling - Federal Grant - $82,159.99, Teacher - Federal Grant - $57,250			Oct	Jan	Mar	June
			0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			
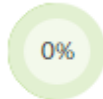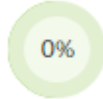
Goal 3: IDEA achieves an A rating

Performance Objective 1: South Flores receives an A rating by TEA

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability report

Strategy 1 Details			Reviews			
Strategy 1: Conduct weekly instructional rounds 3 times a week with my leaders to close the coaching cycle.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Have a full coaching cycle with each priority teacher and increase the skill in 1 week or less. Increase student achievement scores. **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Funding Sources:** Director of College Counseling - Federal Grant			**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Increase instructional pullouts to occur during academic block for Special Education scholars			**Formative**			**Summative**
Strategy's Expected Result/Impact: 60% of special educations scholars hits approaches			**Oct**	**Jan**	**Mar**	**June**
			0%			

Strategy 3 Details			Reviews			
Strategy 3: Daily outcomes causes solutions protocol with special education staff to identify misconceptions and next steps for instruction the next day.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 60% of special educations scholars hits approaches			**Oct**	**Jan**	**Mar**	**June**
			0%			

0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of the class of 2023 is CCMR

Strategy 1 Details				Reviews			
Strategy 1: Daily progress check with my Director of College Counseling on senior TSI data (that contributes to an increase in CCMR) **Strategy's Expected Result/Impact:** 100% TSI exempt				**Formative**			**Summative**
				Oct	Jan	Mar	June
Strategy 2 Details				Reviews			
Strategy 2: Increase the number of AP scholars by statically identifying scholars in their junior who can challenge an AP exam in a current study they are taking (this will increase CCMR) **Strategy's Expected Result/Impact:** Increase AP scholar count that contributes to an increase in CCMR				**Formative**			**Summative**
				Oct	Jan	Mar	June
				0%			
0% No Progress		100% Accomplished		→ Continue/Modify		✖ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: 97.5% ADA for the 2022-2023 school year in College Prep

    High Priority

    HB3 Goal

    Evaluation Data Sources: Average Daily Attendance report pulled via PowerSchool

Strategy 1 Details				Reviews			
Strategy 1: Execute ADA matrix daily with absent scholars				**Formative**			**Summative**
Strategy's Expected Result/Impact: Retrieve doctors notes and increase urgency in attending school. Accurate ADA.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO - Minerva Leos							
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 90% Persistence for the 2022 - 2023 School Year

    High Priority

    HB3 Goal

    Evaluation Data Sources: Locus data persistence report

Strategy 1 Details	Reviews			
Strategy 1: Increase student traditions and events to at least twice a a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars feel the traditional school experience and feel connected to the school. Increase persistence rate.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor - Melissa Romero Gomez				

Strategy 2 Details	Reviews			
Strategy 2: 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scholar and staff feelings of security on campus.	**Oct**	**Jan**	**Mar**	**June**
	0%			

Strategy 3 Details	Reviews			
Strategy 3: 100% of 6th - 9th Grade College Prep scholars are Fitness Ambassador earned by tracking - 900 MVPA Minutes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scholar health and wellness on our campus	**Oct**	**Jan**	**Mar**	**June**
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
Brandon Smalls	TEACHER	Title I	1
Carlene Huard	DIRECTOR OF COLLEGE COUNSELING	Title I	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director Of College Counsling		$82,159.99
2	1	2	Teacher		$57,250.00
2	1	2	Director of College Counseling		$82,159.99
3	1	1	Director of College Counseling		$0.00
				Sub-Total	$221,569.98

Addendums

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

South Flores College Prep
2021-22 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

								Title I Qualifying Programs			Initiatives Status			
								Internal Use Only			Mid Year		End of Year	
								Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1A	Intervention-structured small group classes	S	low and bubble	Interventionist; teachers	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2023 STAAR							
1A	RTI Committee	S	All	Interventionist, AC, API, PIR	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR							
1A	Reading Mastery Machine	S	All	Reading Teacher	August 11, 2021-May 28, 2022	Reading teacher	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR							
1A	90/60/30 Meetings	S	low and bubble	Grade team, API, Counselors, PIR	August 11, 2021-May 28, 2022	All staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR							
2A	Staff Development	O	All	Administration, teachers	August 11, 2021-May 28, 2022	All CP Staff	APR	Round 1, 2, 3							
2A	Staff Team and Family Outings	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Calendar invites	Quarterly							
2A	Weekly Hallway Huddles	O	All	GTLs	Aug - May	-	Persistence event tracker	Scholar Persistence							
2A	Monthly pep rallies (AC and CP)	O	All	GTLs	Aug-May	-	Persistence event tracker	Scholar Persistence							
2C	School Celebrations	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Tactical notes, FB/PW Posts	Quarterly							

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	16%				
% of CSI Passing STAAR	24%				
% of SPED Passing STAAR	68%				

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	93%	95%	91%	NA	82%	89%
% Meets	59%	81%	69%	NA	66%	79%
% Masters	34%	57%	49%	NA	18%	11%
% Student Achievement Average	62	78	70	NA	55	60

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	Pending	Pending	4+	50%	6th - 154%	6th - 111%
% Score 2	Pending	Pending	5+	9%	7th 192%-	7th - 100%
% Score 3+	Pending	Pending				
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Strong novel units with spiraled in TEKS	1 Writing across the board with new STAAR
2 Targeted SPED support and daily data huddles	2 Masters # in English I / II
3 Multiple rounds of assessments to check data and revamp our plan	3 6th Mastery number

South Flores College Prep

Comprehensive Needs Assessment - College Prep			
COLLEGE PREP			
Data Source: STAAR			
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	91	Pending	87	
% Meets	51	Pending	52	
% Masters	18	Pending	32	
% Student Achievement Average	53	Pending	57	

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	NA	NA	NA	4+	24%
% Score 2	NA	NA	NA	5+	5%
% Score 3+	NA	NA	NA		

Reflections	
Areas of Strength	**Areas of Need**
1 Strong focus on what/how key points	1 Need more at bat rounds of practice
2 Mastery score in Algebra I had multiiple rounds of practice	2 Identify misconception daily and create system to address quickly
3 aligned content practice	3 Academic monitoring

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing			

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches		91	
% Meets		74	
% Masters		18	
% Student Achievement Average		61	

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					4+	27%
% Score 2					5+	4%
% Score 3+						

Reflections	
Areas of Strength	**Areas of Need**
1 Alginement to exam (content)	1 Overrating on exams
2 Key points strong on first teach	2 Multiple rounds of mastery
3 Identifying misconception	3 mastery machine

South Flores College Prep

Comprehensive Needs Assessment							
COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing							
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	84	97					
% Meets	57	78					
% Masters	35	42					
% Student Achievement Average	59	77					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	80%		75%			4+	43%
% Score 2	10%		14%			5+	8%
% Score 3+	11%		1%				

Reflections	
Areas of Strength	**Areas of Need**
1Performed well on STAAR exams for 10th --> alignment to STAAR	1 alignment to AP style work
2 Mastery number (lots of practice	2 over rated in IB ---> need to make sure leader is aligned
3 Regular reflection onh data	3 Weekly content PD and mastery machine needed

South Flores College Prep

Comprehensive Needs Assessment **COLLEGE PREP**				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	6th - 0% 7th - 0% 8th - 0% 9th - 0% 10th - 8% 11th - 0% 12th - 6%	6th - 6% 7th - 0% 8th - % 9th - 0% 10th - 8% 11th - 12% 12th - 12%	6th - 6% 7th - 0% 8th - 7% 9th - 0% 10th - 8% 11th - 0% 12th - 6%	6th - 0% 7th - 11% 8th - 7% 9th - 0% 10th - 0% 11th - 0% 12th - 0%	
% Intermediate	6th - 24% 7th - 11% 8th - 21% 9th - 15% 10th - 0% 11th - 12% 12th - 12%	6th - 41% 7th - 22% 8th - 43% 9th - 31% 10th - 8% 11th - 0% 12th - 0%	6th - 18% 7th - 44% 8th - 33% 9th - 17% 10th - 23% 11th - 6% 12th - 24%	6th - 41% 7th - 22% 8th - 33% 9th - 15% 10th - 46% 11th - 18% 12th - 0%	
% Advanced	6th - 29% 7th - 0% 8th - 21% 9th - 46% 10th - 62% 11th - 29% 12th - 18%	6th - 53% 7th - 67% 8th - 57% 9th - 62% 10th - 77% 11th - 47% 12th - 59%	6th - 47% 7th - 11% 8th - 33% 9th - 25% 10th - 15% 11th - 24% 12th - 18%	6th - 35% 7th - 33% 8th - 33% 9th - 31% 10th - 31% 11th - 47% 12th - 29%	
% Advanced High	6th - 47% 7th - 89% 8th - 57% 9th - 36% 10th - 31% 11th - 59% 12th - 65%	6th - 0% 7th - 11% 8th - 0% 9th - 8% 10th - 8% 11th - 41% 12th - 29%	6th - 29% 7th - 44% 8th - 27% 9th - 58% 10th - 54% 11th - 72% 12th - 53%	6th - 24% 7th - 33% 8th - 27% 9th - 54% 10th - 23% 11th - 35% 12th - 71%	

Reflection	
Areas of Strength	**Areas of Need**
1 Strong, experienced EL support	More strategic training of staff to better support needs of EL students
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	Mock simulations for telpas needs to be prioritized
3 We've been able to test 100% of students	Teachers are trained earlier

South Flores College Prep

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Pending	Pending	Pending	74%	Pending (18%)	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion**
16%	2%	43%	28%	91%	91%
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	18.1	7 (9%)	38%	18%	99%

Reflections	
Areas of Strength	**Areas of Need**
1 Tier 1/Tier 2 acceptances - well above goal of 50%	1 ACT - has not been as big a priority due to test-optional admissions
2 Tier 1 matriculation - greatest factor is Kalamazoo	2 TSI - have not effectively leveraged all staff to drive toward CCMR which is a campus priority
3 OTG - agove 98% goal and seniors ended year at 100%	3 T1/T2 matriculation - currently only 1/4 scholars admitted to T1/T2 are going (leaving us at 18% overall

South Flores College Prep

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	76%
% Instructional Support Retention	82%
% Teacher Retention	83%
% Campus Support Retention	NA
% SPED Certified Teachers	13%
% State/National Certified Teachers	0%
% State Certified Leaders	30%
% State/Board certified Counselors	1%
Number of teacher applicants per 2020-21 school year	82

Reflections	
Areas of Strength	**Areas of Need**
1 staff who are staying have been here for over 3 years	1retaining teacher and lead team
2 open to taking feedback	2 more certified people
3 opportunties for staff to attend pds	3 Focus on GPTW

IDEA South Flores

Comprehensive Needs Assessment
College Prep

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.51%
% Overall Persistence	91.1&
% New Student Persistence	89.21%
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	13.27%
% ELL	15%
% Eco Dis	83.50%
% Migrant	
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	96%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	3%
% Male	47%
% Female	53%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1Persistence	1Attendance needs focus
2 Admin withdraws were only if required for attendance	2New student persistence
3serving a large special educatiohn population	3community and scholar event consistency

South Flores College Prep

Comprehensive Needs Assessment **COLLEGE PREP**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	76%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	93%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	54%

Reflections		
Areas of Strength	**Areas of Need**	
1. families really involved and excited	1 attendance to welcome to IDEA…should be 100%	
2 big turn out for EOY ceremonies	2 Increase attendance to campus eveents	
3 lunch bunches with new scholars	3 consistency with events	