

IDEA Public Schools

Sports Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

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





Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 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.

IDEA Sports Park is a school focused on the scholar's development: body, mind, and character. IDEA Sports Park recognizes the commitment to serve our scholars by providing an opportunity to fully develop their academic and athletic potential in a joyful safe environment to ultimately matriculate and graduate from college. Our model provides opportunities of intellectual, creative, and personal development through rigorous coursework and athletic curriculum for all types of scholars, including service-learning projects to instill leadership qualities of living the standard of excellence every day.

To close gaps, we will focus on implementing various learning strategies for all learners and own our role in the mission of IDEA. We believe in no excuses but solutions in order to keep our promises to the families we serve.

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

Demographics

Demographics Summary

Sports Park College Prep is a four-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment at SPCP is approximately 290 students. The percentages listed below summarize the demographics of our school population.

Total	Hispanic	White
289	86%	24%

Eco Disc: 84%

SPED: 10%

EB: 51%

Teacher Retention: 73%

Sports Park College Prep part of the IDEA Public School System. We pride ourselves in offering a variety of sports to our students such as: volleyball, boy and girls soccer, track, cross country, and boys and girls basketball, Advanced classes are offered through College Board's AP program. SPCP also offers CPT classes to our students. All students attend Road to and Thru College classes to ensure that they are prepared for college and are knowledgeable about financial aide and scholarships available to them.

During the 2022-2023 school year Sports Park College Prep will see it's first gradulating class. We look forward to having 48 seniors matriculate to college. With this inaguaral graduating class SPCP we will begin to be able to track CCMR for our campus.

See PDF in addendum for more information.

Demographics Strengths

A factor that contributes to Sport Park College Prep's success is the growth mind set that both our faculty and staff hold. We believe in not just equality in our classrooms, but equity. Our teachers ensure that 100% of our students reveives diverse instruction to that meets their learning needs, but also challenges them to become mindful learners. Meeting students at not only thier instructional levels, but ensuring that lessons are culturally and academically responsive to all students needs.

At the end of the 2021-2022 school year our end of the student/teacher Panorama survey stated that teacher/students relationips were at a 4.5 out of 5. Demonstrating our teachers

work to building strong realationships with our students. SPCP also surpassed TEA's TELPAS benchmark of 36% of EB students showing 1 year composite growth on TELPAS by 52% of our students meeting the state's growth measure.

Sport Park's committment to ensurng opprotunites for all studnets success, to receive an equitable education that leads them to continue their education at a college of their choice is evident in the work that the faculty, staff, and studnet do on a daily basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have not established a secondary ESL program to support emergent bilingual learning in the classroom. **Root Cause:** Due to being an off model campus and starting in 9th grade, our district does not have a curriculum in place for grades beyond 8th

Problem Statement 2 (Prioritized): As an off model campus, our biggest challenge faced was recruiting students 9th thru 12th grade **Root Cause:** Student applications collected during recruitment were minimal

Student Learning

Student Learning Summary

Utilizing both formative and summative data is foundational when making decisions around student learning. A narrative is created from the data and sets the path to move forward. The journey for Sports Park College Prep has been similar to many other schools over the last few years due to the pandemic. An academic gap was created and access to previous 2019-2020 records was not accessible. IDEA Sports Park College Prep launched a 9th and 10th grade campus servicing students outside the IDEA model. As other campuses we navigated through virtual instruction and utilized the resources and curriculum provided through the district. While we did receive accountability data for the 2020-21 school year, it only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall ISPKCP had over 99% participation for EOC exams and told us the story we needed to create in 2021-22.

Formative and Summative data was collected by each teacher through administering common assessments to assist with our on track to graduate policy ensuring teachers were on track each grading cycle. Assessments are developed through the use of the of our curriculum resource and the data collected is used to drive instruction moving forward. We used this data to help create interventions and provide supplemental instruction. In addition for summative data, in addition to exams we utilized Renaissance testing for reading and math to help us identify high students of concern as well as used to document student growth and to identify students in need of Tier 2 and Tier 3 instruction in math and reading.

As we move into the 2021-22 school year, we continue to be challenged with a rise in our emergent bilingual demographic. However we have demonstrated high amount of growth at the end of 2021-22 school year receiving an overall 88 from TEA and meeting the state Telpas exam. Through utilizing previous year data and instructional reflection, we ensured assessments were aligned to instruction and provided supplemental instruction as needed. In the end, 100% of ISPKCP students are on track to graduate with offering dual enrollment to students in the summer.

Student Learning Strengths

IDEA Sports Park College Prep continues to increase in all EOC subject areas with overall achievement score of a "52" for 21-22 versus "37" for the 20-21 academic year. Students' performances displayed academic growth allowing our campus to receive 6 out of 7 distinctions after two years of being in existence. Our advanced placement program had students outperform the state and global numbers for the 2021-22 administration for both Spanish Language and Spanish Literature. Student performances in Spanish Literature scored a 78% 3 or higher versus state at 54% and global at 64%. Moreover, students in Spanish Language scored a 89% 3 or higher versus state at 76% and global at 82%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Emergent Bilingual data has been consistently low. **Root Cause:** 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

Problem Statement 2 (Prioritized): Teachers do not know classroom strategies to target diverse classroom learning. **Root Cause:** Because teachers lack the professional development training to implement classroom strategies to support these learners.

School Processes & Programs

School Processes & Programs Summary

Student Supports for Students:

2 Assistant Principals of Instruction

1 Social Emotional Councilor

1 Director of College Counseling

2 College Counselors

EB Program:

Sports Park CP's EB program has an EB coordinator and an LPAC committee that meets at least 3 times a year.

SPED Program:

Sports Park CP's SPED department has a dedicated SPED department coordinator, administrator, 3 teachers, and 1 co-teacher.

Content Areas:

RLA and Humanities have 1 API assigned to their contents.

Math and Sciences have 1 API assigned to their contents.

Each content has a content leader to provide leadership, support in teacher development, and provide expertise in the content area.

Advanced Placement:

AP Coordinator

Testing Coordinator

IDEA Sports Park allows students to begin taking AP classes in the 9th grade and continue thru the 12th grade. By graduation our student have the opportunity to gain a 11 AP credits. With each year that we have been open as a school we continually add AP classes to ensure that we are providing our students with as many academic and college opportunities as possible . It is our goal to have all students graduate as AP scholars allowing them to be ideal candidates for college acceptance.

Student Support Programs:

ICU: Student Intensive Care Unit allows for teachers to identify students that are falling behind in class to be pulled out of 7th period to make up work and improve their grade. ICU will be implemented after the first progress report.

After school Tutorials: After school tutorials begin in January for EOC classes and March for AP classes. Tutorials are intended to target student with the biggest learning gap when reaching for EOC mastery. Tutorials are from Tuesday thru Thursday from 3:45 to 5:30. Student tutorial lists are initially made based off December Mock exam data, but are updated based off exit ticket data, unit exam data, or Mock exam data.

Saturday School: Saturday school begin in January for EOC classes and March for AP classes. Saturday school is intended to target the higher achieving students to ensure that they stay at a higher achievement score or grow from there.

Intervention: Intervention is held during 7th period and is a class offered to those students that previously failed an EOC exam. This class is intended to support their learning and provided them with an opportunity to master their EOC content before they take the test again in December or May.

Practical Writing: Practical writing is a class that is offered to every 9th and 10th grade student. The goal of practical writing is to teach 9th/10th grade student the foundational writing skills that they need in order to be successful writers. The instruction is TEKS aligned and based off Springboard curriculum. Classes are differentiated based off student language fluency and lessons are differentiated to meet their language proficiency needs.

Writing Across all Contents: WAC is a new initiative at IDEA Sports Park for the 2022-2023 school year. WAC is intended to ensure that 100% of our student practice content writing every day in all of their classes. At SPCP we realize that writing instruction needs to happen both inside and outside the English classroom especially with the changes to the EOC exams. Students need to be able to explain, describe, and synthesize their thinking process and the best way for them to learn how to do that is through daily implementation in their classes.

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 more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to improve student writing skills to prepare for the EOC/AP tests to better support our campus goal in achieving an A **Root Cause:** Due to the pandemic, a gap was created in the foundational skills of reading and writing

Problem Statement 2 (Prioritized): There has been inconsistent data with student attendance since 2020-21, meaning unable to reach our ADA goal **Root Cause:** Lack of parents feeling safe to send their children to school due to COVID

Perceptions

Perceptions Summary

IDEA Sports Park College Prep understands that an engaged school community is an empowered school community. With that said, we have systems implemented to ensure we are connecting with our families utilizing different modes. We are committed to providing a strong academic program with clear channels of communication that allows our students to develop their individual interests.

Here at IDEA Sports Park College Prep we ensure the focus is on maintaining culture for both students and adults is constant. To permanently eliminate the gaps and ensure we host a strong academic environment, schools must uncover root causes, or contributing causes and eliminate them, not to surface issues. To measure this the district administers about 3 surveys throughout the year and for myself in addition, we administer miniature temperature check surveys per quarter. One of my goals is to retain 85% of my staff and last year I was unable to meet this metric. I landed at 75%. I am determined this year to continue building relationships with my staff. Through 1:1 in person strength interviews at different parts of the year, listening tours and temperature surveys per quarter we are able to receive the feedback and implement the suggestive comments. The questionnaire created is focusing on teacher's perception of their managers, school's systems, development, school pride, and equity. Students describe their high school days as the "All-American" high school experience. Specifically, they recognize our diversity as the most critical descriptor and, for many, it is a key reason they chose to attend.

Perceptions Strengths

To understand how the campus is performing the results should answer what is working/ what is not working, and to learn more about what to do differently to get different results. Administering surveys to families, students, and staff allows the campus to get information to help us better understand how to improve our school. These surveys are a form of feedback that assist the campus to make improvements and offer solutions.

As a district we administer a survey called Great Places to Work Survey. When we had this survey conducted, staff rated over 85% satisfaction. To ensure we achieve these results, a similar questionnaire is given with additional questions to help me understand more how my staff is feeling. If we can reach above 85% satisfaction and conduct a miniature survey afterward after implementing the feedback, the campus gains a stronger investment to campus initiatives and student learning.

In addition, we distribute a student survey through Panaroma. Our student surveys were consistent with 4.5 out of 5 rating. This is contributed to our feedback system we ask out students and pulse checks to ensure we are providing the necessary resources for students to feel safe while learning. Receiving feedback is important and necessary to improve a campus overall.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a new school to the community we are still struggling to expose ourselves to the community around us. **Root Cause:** Lack of communication with families as well as lack of hosting more community events to give us exposure.

Problem Statement 2 (Prioritized): Families are unaware of their child's pathway for college. **Root Cause:** Being a launching campus we did not have a college counseling team or personnel to drive college readiness and programming.

Priority Problem Statements

Problem Statement 1: There is a need to improve student writing skills to prepare for the EOC/AP tests to better support our campus goal in achieving an A

Root Cause 1: Due to the pandemic, a gap was created in the foundational skills of reading and writing

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Teacher do not know classroom strategies to target diverse classroom learning.

Root Cause 2: Because teachers lack the professional development training to implement classroom strategies to support these learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our Emergent Bilingual data has been consistently low.

Root Cause 3: 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There has been inconsistent data with student attendance since 2020-21, meaning unable to reach our ADA goal

Root Cause 4: Lack of parents feeling safe to send their children to school due to COVID

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have not established a secondary ESL program to support emergent bilingual learning in the classroom.

Root Cause 5: Due to being an off model campus and starting in 9th grade, our district does not have a curriculum in place for grades beyond 8th

Problem Statement 5 Areas: Demographics

Problem Statement 6: As an off model campus, our biggest challenge faced was recruiting students 9th thru 12th grade

Root Cause 6: Student applications collected during recruitment were minimal

Problem Statement 6 Areas: Demographics

Problem Statement 7: Families are unaware of their child's pathway for college.

Root Cause 7: Being a launching campus we did not have a college counseling team or personnel to drive college readiness and programming.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: As a new school to the community we are still struggling to expose ourselves to the community around us.

Root Cause 8: Lack of communication with families as well as lack of hosting more community events to give us exposure.

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

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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






Goals

Goal 1: IDEA Sports Park college prep will retain 85% of staff for the 2022-23 school year.

Performance Objective 1: SUPPORT TEACHERS WITH INTENTIONAL PROFESSIONAL DEVELOPMENT THROUGHOUT THE YEAR ALIGNED WITH SCHOOL PRIORITIES

High Priority

Evaluation Data Sources: MONTHLY CHECK INS WITH TALENT DEVELOPMENT TEAM






Strategy 1 Details	Reviews			
Strategy 1: Create a yearlong calendar for professional development based on the campus and staff needs Strategy's Expected Result/Impact: Staff feels equipped with the knowledge and skills needed to perform in the classroom Staff Responsible for Monitoring: Instructional coaches and Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: IDEA Sports Park college prep will retain 85% of staff for the 2022-23 school year.

Performance Objective 2: STRATEGY TO RECRUIT HIGHLY EFFECTIVE TEACHERS

High Priority

Evaluation Data Sources: GPTW SURVEY TWICE A YEAR WITH INTERNAL TEACHER SURVEY






Strategy 1 Details	Reviews			
Strategy 1: Create in house surveys, pulse checks, and listening tours to receive feedback and offer solutions to areas of concern voiced. Strategy's Expected Result/Impact: end of Quarter 1 survey asking for overall feedback Staff Responsible for Monitoring: Instructional Coaches and Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 1: 100% OF SENIORS ACCEPTED INTO A 4-YEAR COLLEGE/UNIVERSITY

High Priority

Evaluation Data Sources: NAVIANCE SOFTWARE TO HELP TRACK AND MANAGE ACCEPTANCES FOR EACH SENIOR

Strategy 1 Details	Reviews			
Strategy 1: By the end of Semester 1, 100% of students will have submitted 6 college applications Strategy's Expected Result/Impact: January 2023 Staff Responsible for Monitoring: Director of college counseling and counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Director of college counselor, college counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

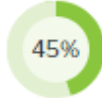




Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 2: ACHIEVE A 21 ON THE ACT BY THE OCTOBER OF SENIOR YEAR IN ORDER TO OPEN MORE OPPORTUNITY FOR COLLEGE ACCEPTANCES AND SCHOLARSHIPS

High Priority

HB3 Goal

Evaluation Data Sources: NAVIANCE TRACKS MOST UPDATED EXAMS

Strategy 1 Details	Reviews			
Strategy 1: Implementation of ACT programming starting from 9th grade to 11th grade Strategy's Expected Result/Impact: April 2023 and Oct 2023 expected results Staff Responsible for Monitoring: Director of college Counselors and counseling staff and ACT teachers Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Director of College Counseling, College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 3: 100% OF SENIORS WILL BE TSI EXEMPTED IN ALL 3 DOMAINS SUPPORTING CCMR COMPLETION

High Priority

HB3 Goal

Evaluation Data Sources: START TRACKING FRESHAMEN UNTIL SENIOR YEAR ON CCMR TRACKER

Strategy 1 Details	Reviews			
Strategy 1: TSI supplemental instruction offered starting 9th grade year as well as testing to ensure 100% of students are TSI exempt by end of senior year Strategy's Expected Result/Impact: End of Senior Year 100% exempted Staff Responsible for Monitoring: Director of college counseling and counselors including TSI mentors Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: director of college counseling, college counselors - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 1: Receive a 90 or above in Domain 1

High Priority

HB3 Goal

Evaluation Data Sources: Utilizing Locus Board and Edcite to track and monitor student progress

Strategy 1 Details	Reviews			
Strategy 1: Target student needs based on previous data focusing on special pops and EB learners to increase student achievement Strategy's Expected Result/Impact: The data from Semester, Mocks and EOC Staff Responsible for Monitoring: EOC teachers, Instructional coaches and principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement tracking systems to make data driven decisions to increase student performance Strategy's Expected Result/Impact: End of Q2 trackers and data conversations are taking place in the classroom Staff Responsible for Monitoring: Classroom teacher and instructional coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 2: Instructional coaches hold fidelity to the coaching cycle increasing teacher and student performance

High Priority

HB3 Goal

Evaluation Data Sources: Increasing ratings on the GET rubric for staff

Strategy 1 Details	Reviews			
Strategy 1: With consistent check ins and in the filed observations supporting and guiding instructional coaches on best practices to increase student achievement Strategy's Expected Result/Impact: Instructional coaches are able to master SLLs and results are evident at the end of the year Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 3: Receive a 90 or above in Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: Tracking system and Locus to track progress towards domain 3






Strategy 1 Details	Reviews			
Strategy 1: Strategic grouping and seating in classrooms and tutorials ensuring key students are targeting increasing students performance in each part of domain 3 Strategy's Expected Result/Impact: End of 2023 school year results from EOC and Telpas Staff Responsible for Monitoring: Instructional Coaches , EL Coordinator, Testing Coordinator and Principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 4: Complete CCMR 100% for the class of 2023

High Priority

Evaluation Data Sources: CCMR tracker-AP Data, TSI Data, ACT Data







Strategy 1 Details	Reviews			
Strategy 1: Create CCMR tracker identifying paths for students in the class of 2023 to meet AP, TSI or ACT metric Strategy's Expected Result/Impact: To end the class of 2023 with a 100% CCMR Staff Responsible for Monitoring: Director of College Counseling and Counselor Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Director of College Counseling and College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: During the 2022-2023 school year SPCP average daily attendance will meet the district goal of 97.5%.

Performance Objective 1: IDEA Sports Park will invest and educate stakeholders in the importance of Average Daily Attendance and effects it has on student learning.

High Priority







Evaluation Data Sources: 1. Daily evaluation of 1st and 3rd period attendance to see if initially absent students show up to class. 2. Comparison to year-to-day attendance to see if we have an increase in ADA.

Strategy 1 Details	Reviews			
Strategy 1: SIS and lead team will make daily parent phone calls to students that are not present during 1st period attendance for a welfare check and attendance reminder. Strategy's Expected Result/Impact: Daily attendance rates will increase due to SIS and lead team phone calls to parents. Staff Responsible for Monitoring: SIS, social emotional counselor, college counselor, Director of college counselor, and lead team members. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strengthen communication between the front office, SPCP lead team, teachers, and families regarding attendance policies and the importance of being in school. Strategy's Expected Result/Impact: Stronger communication between all stakeholders ensures that we share a common vision of the importance of student attendance. Staff Responsible for Monitoring: SIS, social emotional counselor, college counselor, Director of college counselor, and lead team members. Title I: 2.6, 4.1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 1: Sports Park College Prep will increase student persistence by ensuring we create a school culture that supports our challenges our students physically and mentally while providing a safe and welcoming learning environment.

Evaluation Data Sources: 1. Evaluation of student leaver survey. 2. 2 week back to school survey results. 3. Student welfare checks.






Strategy 1 Details	Reviews			
Strategy 1: Sports Park College Prep will continue to offer a variety of student sports to keep students challenged both academically and physically. Strategy's Expected Result/Impact: 1. By offering a variety of sports we draw athletically inclined students to our campus, increasing our opportunities for recruitment and persistence. 2. Students will be able to participate in moderate to vigorous physical activity on a daily basis. Staff Responsible for Monitoring: Coach Dela Garza and Coach Leija are the primary staff responsible. Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Sports Park College Prep will increase student persistence by implementing a behavior implementation plan that works towards violence prevention and intervention. Strategy's Expected Result/Impact: 1. By early implementation of a systemic behavior and discipline plan teachers will have a clear understanding of how to handle student behavior issues. 2. By setting clear behavior expectations with students, students will be aware of what behaviors will not be accepted on campus. Staff Responsible for Monitoring: Grade team leads and API. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 2: Sports Park College Prep will offer extracurricular activities after school to support social and emotional well being of students to help promote student achievement in a safe environment.

High Priority

Evaluation Data Sources: Participation tracker of after school activities






Strategy 1 Details	Reviews			
Strategy 1: Partner with after school program to expand activities and sporting events after to support high participation Staff Responsible for Monitoring: After school program coordinator and athletic coordinator Title I: 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: 1 - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
	 50%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 3: Sports Park College Prep will offer social emotional curriculum in all grade levels to promote and healthy and bully-free safe environment.

High Priority

Evaluation Data Sources: Tracking of exit tickets and participation from students in class

Strategy 1 Details	Reviews			
Strategy 1: Social emotional curriculum, MOVE THIS WORLD, implemented in the RTTC courses supporting emotional well being Strategy's Expected Result/Impact: students understand emotional health and how to keep their school environment safe Staff Responsible for Monitoring: Social Emotional Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: 1 - Federal Grant	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>
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
Lynda Soto	Director of College Counseling	Title 1	1
Ruby Rodriguez	College Counseling	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Director of college counselor, college counselor		\$0.00
2	2	1	Director of College Counseling, College Counselor		\$0.00
2	3	1	director of college counseling, college counselors		\$0.00
3	4	1	Director of College Counseling and College Counselor		\$0.00
5	2	1	1		\$0.00
5	3	1	1		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal
1D, 1E, 1G, 1K	A RATED-Improve writing skills to prepare for EOC/AP to drive fir A rating and college readiness	S,E,AP	all	Cory Flanagan-API	Q1-Q4	Professional Development
DR,O	STAFF RETENTION/PERSISTENCE/ADA--Implementing behavior intervention structures supporting culture and promoting a safe learning environment	DR	all	Amanda Campos-API	Q1-Q4	Professional Development
1E,1 G, 1D	A RATED/STAFF RETENTION/ADA/PERSISTENCE---SIOP/EB and Kagan Support- strategies to support classrom culture and learning	S,E,AP	all	Amanda Campos-API	Q1-Q3	Professional Developme, nt-- Funding needed--books
1A, 1B, 1C, 1K, 1L	100% MATRICULATION---ACT Prep- support and increase student achievemnt on national standrdized exams to provide opportunity for students to be accepted into top tier colleges	A, AP	all	Lynda Sotos-Director of college counseling	Q1-Q3	Professional Developme, nt-- Funding needed--books

2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

		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%
Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Teachboost	GET							
Teachboost	GET							
Teachboost	GET							
NAVIANCE	GET							

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

SE-Special Education

HISP- Hispanic

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

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

Data Source: SPED STAAR

		EOC ENG I	EOC ENG II	ALG I	BIO	EOC US History
% Approaches		88%	40%	83%	88%	98%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches					62%	69%
% Meets					45%	54%
% Masters					9%	9%
% Student Achievement Average					39	44

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	70	% Score 1-3			
% Score 2	Pending	22	% Score 4-5			
% Score 3+	Pending	9	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1. Second semester instructional support and tight-loop coaching of ELA teachers to boost classroom instruction.	1. Practical writing class implementation to support EL students.
2. Teachers were able to review student semester data to plan for review and reteach within the instructional school day.	2. Additional and consistent use of SIOP strategies within the classroom to support EL students...all students.

3. Teachers were able to use assessment data to plan for targeted after school tutorial and Saturday school groupings.	3. Earlier identification of ELA TEKS gaps for 1st semester student support.
4. Teachers implemented writing skills and practice within the first semester of the school year.	

Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	NA	NA	93%		
% Meets	NA	NA	52%		
% Masters	NA	NA	34%		
% Student Achievement Average	NA	NA	60		
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	% Score 1-3	NA
% Score 2	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	% Score 6-7	NA

Reflections	
Areas of Strength	Areas of Need
1. Tight loop coaching to increase data-ET tracking, modified schedule, strategic interventions, in class small group support had data increase consistently in every assessment.	1. Through aggressive monitoring, implement calculator skills effectively.
2. Targeted domain indicators to meet EOC goal-identified students that met all four criteria: ELs, Non-Continuous, Hispanic, Economically Disadvantage. Students were tracked daily in class support, Saturday Schools, and Interventions.	2. Use strategies to close foundational gaps through course collaborations to be implemented throughout the year
3. Systems in place - tracking system, ET huddles, teacher rehearsals, and through observations and feedback	3. Consistent tracking implemented
	4. Student consistently track their own progress to communicate their own areas of need and use it to celebrate progress.
	5. Effective review and reteach through interventions, tutorials, Saturday School, or in class whole group

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

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

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	92	
% Meets	NA	48	
% Masters	NA	8	
% Student Achievement Average	NA	49	

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	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	NA	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1 Through tight loop coaching, data was able to increase over time. Consistent feedback, rehearsals, and follow up was set in place between teacher and leader	1 Calendaring from August to May implementing systems for coaching and developing for new online EOC
2 Systems in place to conduct observations and feedback including ET huddles and tracking systems	2 Segregating the data earlier on to identify meets and masters and track with fidelity to increase masters data
3 Implemented ability grouping and targeted students for instruction for interventions and tutorials	3 Increasing teacher pedagogy to increase student participation through trainings

Campus Name

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		100%	
% Meets		83%	
% Masters		50%	
% Student Achievement Average		78	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	88	71	73	22-23	22-23	% Score 1-3	
% Score 2	7	19	19	22-23	22-23	% Score 4-5	
% Score 3+	3	10	8	22-23	22-23	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1. Instruction was data driven and targeted student gaps after Mock exam.	1. Implementation of writing across curriculum and grade levels to support our students.
2. US History teacher shared student Mock data with them; along with their EOC goal thus driving student investment in their end-of-the-year progress.	2. Targeting lower scoring TEKS earlier in the school year while still teaching AP standards.
3. Teacher was able to make on-the-spot adjustments to US History instruction to support EOC support.	3. Provide students with EOC testing opportunities prior to the third quarter.

Campus Name

Comprehensive Needs Assessment

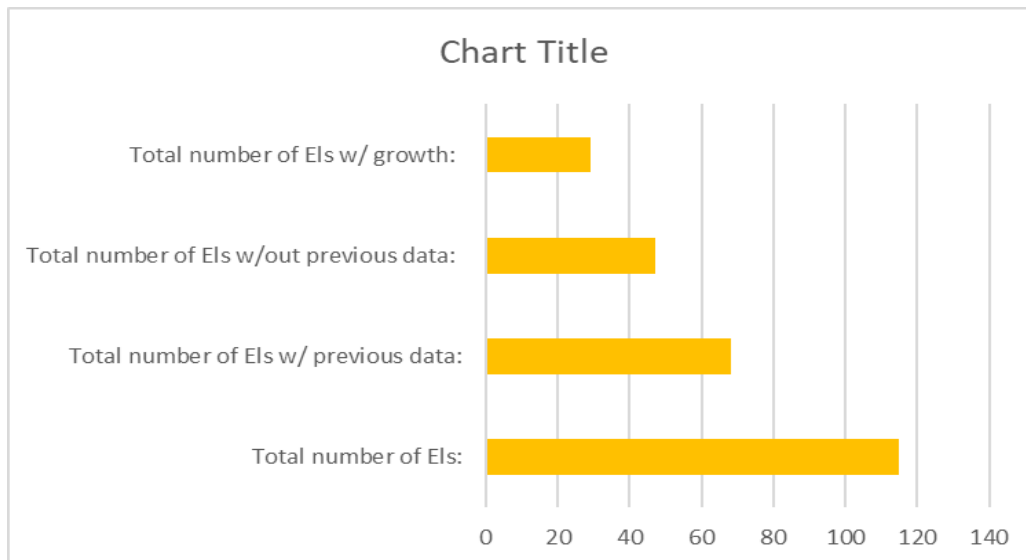
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more composite levels
% Beginning	16%	21%	19%	20%	-3%
% Intermediate	40%	43%	39%	37%	11%
% Advanced	33%	31%	24%	19%	22%
% Advanced High	11%	4%	17%	23%	5%

Reflection

Areas of Strength	Areas of Need
1. Campus wide tracking of EL students.	1. Better records request and identification system for new students and EL identification.
2. Early SIOP training for all campus teachers.	2. Teachers tracking of EL student work throughout the school year to help monitor for progress.
3. Most students that had TELPAS data were able to stay the same or show growth	3. Implementation of additional instructional supports for students w/in the classroom; SIOP & TLC.
	4. Addition of ELPS into teacher lesson plans.



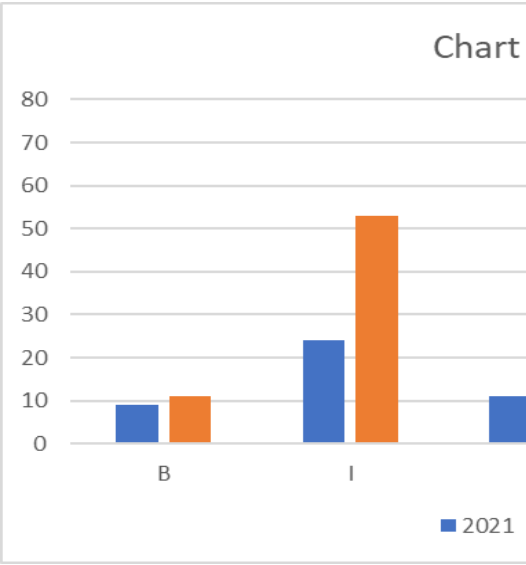
Total number of ELs

Total number of ELs

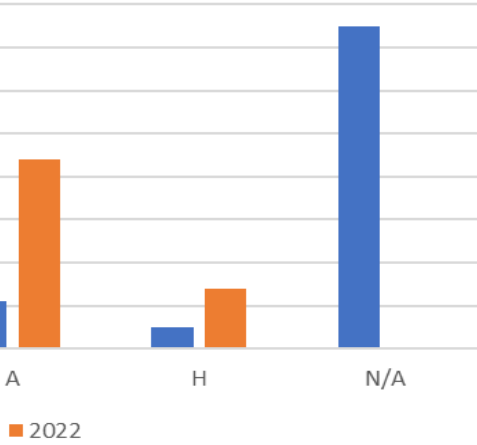
Total number of ELs

Total number of ELs

			115
			68
			47
			29
			0.43%



Title



	B	I	A	H	N/A
2021	9	24	11	5	75
2022	11	53	44	14	0

	B	I	A	H
2021	13%	35%	16%	7%
2022	10%	46%	38%	12%

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
N/A	N/A	N/A	N/A	N/A	N

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
N/A	16.95%	27.65%	N/A	N/A	100%

Reflections

Areas of Strength	Areas of Need
1. Students were able to build a college identity by identifying the what their student profile looked like and matching with colleges with similar profiles.	1. Implementation of a TSI/ACT bootcamp. ACT/SAT summer prep course to improve stuednts ACT knowledge
2. Students ACT average increased overall through ACT course from 14-16	2. More emphasis on AP for all and how this benefits students in college, more parent involvement and communication of the benefits testing AP
3. about 25%b of students participated in dual enrollment summer 2021	3. Target subpopulations with specific content areas to increase scores in TSI and ACT

IDEA SPORTS PARK COLLEGE PREP

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	100%
% Teacher Retention	79%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
Interviewing Multiple canddiates with the same returning interview committee	Reviewing the GPTW survey to identify areas of concerns ahead of time, being proactive
Creating non-negotiables aligning to the vision and mission of the campuis	Planning ahead staffing needs to ensure school needs are met as well as teachers
Investing key stakeholders in the interview process and decision making	Investing Content Team Leaders in the interviews to offer insight

IDEA Sports Park CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	86%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	8%
% ELL	60%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	98%
% Multi	0
% Black-African-American	0%
% Native-Hawaiian-Pacific- Islander	0%
% White	3%
% Male	51%
% Female	49%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Relationships with Students are built from leadership to classroom with students and families	Increasing amount of EB students, we need to establish an EB program
Incorporating activities such as pep rallies and grade team meetings to foster a joyous environment	School visibility to community about who we are as a school, need to showcase students and campus to build relationships with the community
Creating organizations and clubs students can take part in and feel ownership of the culture and campus	Creating a community through visuals around campus cultivating a college going culture students can be proud to be a part of

IDEA Sports Park College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	36%
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	60%
% 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
1 Organization executed on day of events to welcome parents and students	1 Communication to be scheduled minimal 3 weeks in advance for all events to give parents enough notice along with live streaming at events
2 All volunteers at events gave a 100% of time and effort	2 Arranging transportation for families coming from the bridge to connect with the school
3 Action plans for all events were aligned with the vision of the campus and goals	3 Action plan for the year outlining all events for families, ensuring one is done a month