

IDEA Public Schools

Weslaco 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 Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

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

IDEA Weslaco College Preparatory

The school community at IDEA Weslaco College Preparatory prioritizes our College for All mission by ensuring that *all* Team & Family members receive the requisite support to pursue the pinnacles of their successes. We value the uniqueness in talent and perspective that our parents, students, and staff bring to our school, be it through their socioeconomic status, citizenship, ethnicity, race, gender, gender identity and sexual orientation.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Weslaco College Preparatory is a public charter school in Weslaco, TX that services students in grades 6 through 12. IDEA WCP enrolls over 754 students annually according to an open enrollment system in which families apply for admission. Students of all populations - general, SPED, 504, EB - are educated on the belief and mission of college for all students.

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): Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause:** Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Problem Statement 2 (Prioritized): Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges. **Root Cause:** We have not trained staff well enough for meeting this need.

Student Learning

Student Learning Summary

Students at WCP have shown increased overall student achievement according to STAAR and AP goals, yet in our TEA rating, we fell short of achieving an A campus. Student Achievement Domain 1 was a 93 and Domain 2 at a 93 (Relative Performance) but in Domain 3 Closing Performance Gaps, we have scored an 81 due to lower performance from our EL students and non-continuously enrolled students as well as only 24% of our EL/EB students showing increased language performance according to TELPAS.

Compared to IDEA campuses in Rio Grande Valley, we are high in overall performance but at middle due to our decrease in these populations mentioned. In this most recent academic year, IDEA WCP has achieved all four core area Distinction Designations for achievement. Students remain on track to graduation with over 99% of them meeting expected coursework and each graduate meeting CCMR performance.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause:** Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 2 (Prioritized): As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause:** Instruction was prioritized for all groups to focus on overall performance.

Problem Statement 3 (Prioritized): We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause:** We did not pre-plan agendas and prioritize early communication.

Problem Statement 4 (Prioritized): Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. **Root Cause:** We had a lack of training on this importance and the impact it has on student understanding.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders consist of the Principal, Assistant Principals of Instruction and one Director of College Counseling who work weekly to develop their skills of classroom instruction observations, diagnosis and coaching of teachers. We utilize the See It, Name It, Do It coaching model and further develop skills in leading student work analysis meetings (SWAMs) to ensure that mastery of instruction is reflected on. Teacher managers give weekly lesson plan feedback to their direct reports to ensure that lessons are aligned to end of course level of rigor. Teachers receive feedback on their culture, lesson plans and classroom instruction through use of our Guideposts of Excellent Teaching (GET) through our program called TeachBoost. Managers provide electronic feedback to support teachers in their continued growth.

Professional development needs are determined by previous year results and current classroom observations and is offered through campus whole group Professional Development and trainings through content teams. Teacher leaders are led in monthly meetings to assess their feedback and push on leadership skills.

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 for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity. **Root Cause:** Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.

Problem Statement 2 (Prioritized): Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training. **Root Cause:** In return from our COVID shut down, this was a blind spot that was not prioritized.

Problem Statement 3 (Prioritized): Daily attendance at school is not a priority for families and students. **Root Cause:** We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Perceptions

Perceptions Summary

Students at IDEA WCP graduate high school within 4 years and are at 100% graduated. Through student interactions, we promote a restorative mindset among our students and follow through with discipline incidences. We encourage and expect for students to resolve conflict and respect differences.

Teacher retention is over 85%, goal met for 2021-2022, but was a decline from over 90% the previous three years. Parent feedback is valued at our school and is sought through any calls to the office and surveys during parent events.

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): We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause:** After the COVID changes, we did not bring parents back for in person events.

Problem Statement 2 (Prioritized): Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause:** We have paused due to the unease in the community and did not include this due to hesitation.

Problem Statement 3 (Prioritized): Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. **Root Cause:** Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Problem Statement 4 (Prioritized): Grade point averages are not consistently highlighted for students to include investment and continued work to improve. **Root Cause:** RTTC curriculum is oftentimes taught in isolation.

Priority Problem Statements

Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs.

Root Cause 1: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges.

Root Cause 2: We have not trained staff well enough for meeting this need.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized.

Root Cause 3: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, training for our EL population and how to adapt instruction for them was not a priority.

Root Cause 4: Instruction was prioritized for all groups to focus on overall performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs.

Root Cause 5: We did not pre-plan agendas and prioritize early communication.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses.

Root Cause 6: We had a lack of training on this importance and the impact it has on student understanding.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity.

Root Cause 7: Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training.

Root Cause 8: In return from our COVID shut down, this was a blind spot that was not prioritized.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event.

Root Cause 9: After the COVID changes, we did not bring parents back for in person events.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form.

Root Cause 10: We have paused due to the unease in the community and did not include this due to hesitation.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Grade point averages are not consistently highlighted for students to include investment and continued work to improve.

Root Cause 11: RTTC curriculum is oftentimes taught in isolation.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify.

Root Cause 12: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Daily attendance at school is not a priority for families and students.

Root Cause 13: We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Problem Statement 13 Areas: School Processes & Programs

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff 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
- Study of best practices









Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention to 90%.

High Priority

Evaluation Data Sources: Teacher 1-1 conversations in Fall and Spring; pulse check with First Year Teachers in September; Great Place to Work survey results

Strategy 1 Details	Reviews			
Strategy 1: Coaching schedule with direct reports to increase classroom pedagogy Strategy's Expected Result/Impact: increase staff satisfaction and performance; increase student achievement data Staff Responsible for Monitoring: APIs, Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: engage in weekly Lesson Planning feedback Strategy's Expected Result/Impact: teachers will implement feedback to improve lessons, teachers will feel supported by their managers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause:** Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause:** Instruction was prioritized for all groups to focus on overall performance.









Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause:** We did not pre-plan agendas and prioritize early communication.

Goal 1: Increase staff retention

Performance Objective 2: Retain 80% of new teachers.

High Priority

Evaluation Data Sources: GET ratings in TeachBoost; feedback from FYT in manager coachings

Strategy 1 Details	Reviews			
Strategy 1: Utilize Getting Better Faster skills to coach teachers on Phases Strategy's Expected Result/Impact: FYT will build their skills toolbox with foundational strategies Staff Responsible for Monitoring: APIs, Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: utilize Grade Team leaders as mentors for new staff Strategy's Expected Result/Impact: build Team & Family feeling among staff; NTI teachers feel supported in their onboarding and development Staff Responsible for Monitoring: GTLs, lead team TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. Root Cause: We did not pre-plan agendas and prioritize early communication.

School Processes & Programs

Problem Statement 1: There is a need for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity. **Root Cause:** Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.




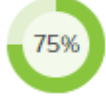






Problem Statement 2: Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training. **Root Cause:** In return from our COVID shut down, this was a blind spot that was not prioritized.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students will apply and be accepted to a 4-year university

High Priority

Evaluation Data Sources: Quality Application Campaign tracker

Strategy 1 Details	Reviews			
Strategy 1: Utilize the GCL for appropriate college application lists, seek feedback from students Strategy's Expected Result/Impact: students are invested in their applications and college choices Staff Responsible for Monitoring: College Counselors, Director of College Counseling Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track and monitor the college application process Strategy's Expected Result/Impact: students and CCs partner to know what is expected of each other; backwards planning through the QAC occurs Staff Responsible for Monitoring: College Counselors, Director of College Counseling, RTTC teachers Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. Root Cause: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 25% of graduates will matriculate to Tier I/II Schools

Evaluation Data Sources: Quality Application Campaign tracker; feedback on Great College Lists

Strategy 1 Details	Reviews			
Strategy 1: Front load additional screening for pipelined students; utilize Match and Fit information to decide on ED/EA applicants Strategy's Expected Result/Impact: students trust that their choices for applications are right for them, parents are invested in this process Staff Responsible for Monitoring: College Counselors, Director of College Counseling Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Perceptions
Problem Statement 4: Grade point averages are not consistently highlighted for students to include investment and continued work to improve. Root Cause: RTTC curriculum is oftentimes taught in isolation.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of seniors will be TSI compliant, meeting 100% CCMR

HB3 Goal

Evaluation Data Sources: TSI feedback, diagnostic exams

Strategy 1 Details		Reviews			
Strategy 1: embed processes for year long planning in grades 9-11th Strategy's Expected Result/Impact: students are invested in their college readiness early; teachers take ownership of this process and contribution to Matriculation and A-campus rating Staff Responsible for Monitoring: RTTC teachers, College Counselors, teacher managers 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 Problem Statements: Perceptions 3, 4		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:







Perceptions
Problem Statement 3: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. Root Cause: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.
Problem Statement 4: Grade point averages are not consistently highlighted for students to include investment and continued work to improve. Root Cause: RTTC curriculum is oftentimes taught in isolation.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 42% of EL students will show one proficiency level increase according to TELPAS

High Priority

Evaluation Data Sources: TELPAS results from 2022; 4E GET; feedback on EL strategies in TeachBoost

Strategy 1 Details	Reviews			
Strategy 1: Year-long scope and sequence addressing language learner needs Strategy's Expected Result/Impact: teachers feel supported in how to accommodate for language learners; students are able to reach learning objectives through embedded supports Staff Responsible for Monitoring: Content Leaders, APIs, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 4	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:









Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. Root Cause: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.
Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. Root Cause: Instruction was prioritized for all groups to focus on overall performance.
Problem Statement 4: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. Root Cause: We had a lack of training on this importance and the impact it has on student understanding.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 45% of non-continuously enrolled students will be at "Meets" level on grade level Math STAAR exams

High Priority

Evaluation Data Sources: Unit Exams, Mock Exams, Semester Exams

Strategy 1 Details	Reviews			
Strategy 1: students are tracked weekly in their progress to become Math Master and Math Genius Strategy's Expected Result/Impact: students connect this work to their core classes and STAAR performance Staff Responsible for Monitoring: Hot Spot Facilitator, API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher and school tracking of performance of special populations Strategy's Expected Result/Impact: teachers are aware of progress in Domain 3, students are motivated to reach their individual goals Staff Responsible for Monitoring: Content teachers, APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. Root Cause: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Student Learning

Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause:** Instruction was prioritized for all groups to focus on overall performance.







Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause:** We did not pre-plan agendas and prioritize early communication.

Goal 3: IDEA achieves an A rating

Performance Objective 3: 40% of EL students will be at "Meets" level on grade level Math STAAR exams

High Priority

Evaluation Data Sources: Unit Exams, Mock Exams, Semester Exams

Strategy 1 Details	Reviews			
Strategy 1: see strategies from Performance objective 2 Strategy's Expected Result/Impact: same Staff Responsible for Monitoring: same Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 4	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:







Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. Root Cause: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.
Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. Root Cause: Instruction was prioritized for all groups to focus on overall performance.
Problem Statement 4: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. Root Cause: We had a lack of training on this importance and the impact it has on student understanding.

Goal 3: IDEA achieves an A rating

Performance Objective 4: CSI students grow 2 years or more in Reading (50%) and Math (60%)

High Priority

Evaluation Data Sources: DI lesson progress charts, weekly observations of instruction

Strategy 1 Details	Reviews			
Strategy 1: Utilize Direct Instruction to lead student growth in math and reading fluency Strategy's Expected Result/Impact: students are built in their foundational skills; these skills support grade level work Staff Responsible for Monitoring: Interventionists, API, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:









Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. Root Cause: We did not pre-plan agendas and prioritize early communication.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students will be present for school

High Priority

Evaluation Data Sources: Daily attendance tracker; overall monthly progress, PowerBI dashboard

Strategy 1 Details	Reviews			
Strategy 1: Tracking and monitoring of daily and weekly attendance Strategy's Expected Result/Impact: whole school emphasizes the importance of tracking attendance and expecting to be present; teachers know their impact on attendance Staff Responsible for Monitoring: Homeroom teachers, Grade Team Leaders, Lead Team, leader APO Title I: 2.5 Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incentives for meeting attendance benchmarks Strategy's Expected Result/Impact: students are motivated to be at school; teachers are invested in their rewards for students Staff Responsible for Monitoring: APO, Grade Team Leaders Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

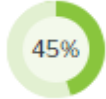





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Daily attendance at school is not a priority for families and students. Root Cause: We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Goal 4: Increase student daily attendance

Performance Objective 2: 96% of students will remain On Track to Graduate

Evaluation Data Sources: 9th - 12th grade gradebook tracker; OTG tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly progress in classroom performance, share data with staff Strategy's Expected Result/Impact: students and teachers work together to ensure mastery of content is attained Staff Responsible for Monitoring: College Counselor, course teachers Title I: 2.4, 2.6, 4.1 - TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1, 2				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. Root Cause: After the COVID changes, we did not bring parents back for in person events.
Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. Root Cause: We have paused due to the unease in the community and did not include this due to hesitation.

Goal 4: Increase student daily attendance

Performance Objective 3: 85% of Physical Education students will meet 1200 MVPA

Evaluation Data Sources: PE coach tracker; feedback from HQ

Strategy 1 Details	Reviews			
Strategy 1: Daily use of SPARK curriculum and agenda for each class Strategy's Expected Result/Impact: students know what is expected of them and are invested in a healthy lifestyle Staff Responsible for Monitoring: PE Coaches, Hot Spot and Blended Learning Spaces teachers for support of electives goals (6/7th grade specifically) Title I: 2.4 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 3 Problem Statements:









Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. Root Cause: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Goal 5: Increase student persistence

Performance Objective 1: 90% of students will persist at IDEA Weslaco CP

High Priority

Evaluation Data Sources: student survey feedback, campus discipline tracker, Mission List tracker

Strategy 1 Details	Reviews			
Strategy 1: Build parent investment in our school and programming Strategy's Expected Result/Impact: parents feel a part of our school and know what is offered to their children; parents are informed of our college ready focus Staff Responsible for Monitoring: School Counselor, College Counselors Title I: 4.2 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Engage in annual student celebrations - Honor Roll Breakfast, Pep-Rallies, Friday Afternoon Meetings (FAM), Homecoming, etc. Strategy's Expected Result/Impact: students feel connected to our school through participation in campus events Staff Responsible for Monitoring: School Counselor, classroom teachers Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. Root Cause: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Perceptions

Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause:** After the COVID changes, we did not bring parents back for in person events.







Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause:** We have paused due to the unease in the community and did not include this due to hesitation.

Goal 5: Increase student persistence

Performance Objective 2: 90% of New To IDEA students will persist at IDEA Weslaco CP

High Priority

Evaluation Data Sources: Mission List tracker, feedback through NTI Mentor program, NTI parent/student contact and feedback

Strategy 1 Details		Reviews			
Strategy 1: Mentor program for all new students Strategy's Expected Result/Impact: new students feel connected to someone at our school to build their Colt identity Staff Responsible for Monitoring: School Counselor, APO Title I: 2.6 Problem Statements: Demographics 1 - Perceptions 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. Root Cause: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.
Perceptions
Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. Root Cause: After the COVID changes, we did not bring parents back for in person events. Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. Root Cause: We have paused due to the unease in the community and did not include this due to hesitation.

Goal 5: Increase student persistence

Performance Objective 3: 90% of teachers will use Move This World 3 times per week in homeroom

High Priority

Evaluation Data Sources: MTW data tracker, TeachBoost feedback on MTW implementation

Strategy 1 Details	Reviews			
Strategy 1: Train and support homeroom teachers Strategy's Expected Result/Impact: staff understands their role in SEL, ownership of MTW lessons is felt and owned by staff Staff Responsible for Monitoring: School Counselor, Homeroom teachers, lead team Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:








Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. Root Cause: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.
Problem Statement 2: Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges. Root Cause: We have not trained staff well enough for meeting this need.

Goal 5: Increase student persistence

Performance Objective 4: 100% of Campus Crisis Team members will be trained

High Priority

Evaluation Data Sources: CCT monthly meetings feedback; certificate tracking

Strategy 1 Details	Reviews			
Strategy 1: Table Top monthly meetings practice Strategy's Expected Result/Impact: Routines and procedures will be reviewed and mastered Staff Responsible for Monitoring: Principal, APO Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. Root Cause: We did not pre-plan agendas and prioritize early communication.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	BLENDED LEARNING SPACE TEACHER		1
	RTTC III TEACHER		1
	RTTC I TEACHER 9TH GRADE		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	ILEARNING HOT SPOT CO TEACHER		1
	COLLEGE COUNSELOR		1
	COLLEGE COUNSELOR		1
Carlos Puentes	Blended Learning	Title I	1
Isaac Aguirre	Interventionist	Title I	1
Jennifer Garcia	Interventionist	Title I	1
Jessica McGowan	RTTC I Teacher	Title I	1
Karisa Loya	RTTC III Teacher	Title I	1
Mark Silva	Interventionist	Title I	1
Melissa Medina	College Counselor	Title I	1
Vanessa Castro	Hot Spot Teacher	Title I	1
Vanessa Hernandez	College Counselor	Title I	1

Addendums

IDEA Weslaco College Preparatory
2022-23 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1A	Addition of Spring Open House	O	All	Miguel S.	Feb/March	Lead Team	GRPI, notes on attendance and persistence data
	Restructuring attendance incentives for teachers	O	All	Leanna S.	Aug/May	Carmen/Leanna	quarterly lists of teachers, plan on recognitions, comparison of historical data
1E	Content leader training on team coaching	S, AP	All	APIs	Aug/Dec	API team	TeachBoost evaluations practice, sharing with content leaders
1E	Training for EL strategies	S, AP	All	Lizette C.	Aug/March	Region 1 trainings, explore SIOP	review of TELPAS data, processes for evaluating EL practices, checklist of mastery of coaching skills
1A	TSI Training	O	All	Vanessa H.	Sept/Nov	Region 1 trainings	tracker of CCMR points as compared to TSI compliance
1D, E	Science Lab inventory revamp	S, E, AP	All	Adrian C.	Aug/Sept	Vendors list, exploration of CB recommendations	review of classroom appearance, assess impact on learning from these resources
1D, E	Resources for Humanities classrooms	S, E, AP	All	Amanda G.	Aug/Sept	Vendors list, exploration of CB recommendations	review of classroom appearance, assess impact on learning from these resources
1A	Discipline Structures Training	DR	All	Leanna S.	Aug/May	All lead team, research on restorative discipline, implementation of CKH	tracking systems for weekly and quarterly student discipline, compare to culture rounds data
1A	Mental Health Day/Week Speaker	O	All	Miguel S.	Aug/Jan	Research, guest speaker	process for welcoming and planning for this event
1E, 1G, 1K	Leader Expectations for coaching/team guidance	S, E, A, AP	All	Leanna S.	Aug/May	ILT	evaluative feedback both quantitative and qualitative, notes from 2A, 2B
1E, 1G, 1K	Capturing Kids' Hearts	S, E, A, AP	All	Leanna S./Miguel	Aug/May	Lead Team/Teacher Leaders	culture rounds feedback; student discipline tracking; student achievement

IDEA Weslaco College Preparatory

2022-23 Student Achievement Improvement Plan - College Prep

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%
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			
% in attendance survey results							
monthly attendance survey for feedback							
3B/3C/3D ratings SLL 2A preliminary feedback							
UE EL data SE/ME results							
testing results							
Science UE results - STAAR/AP							
Humanities UE results - STAAR/AP							
monitoring of discipline consequences and incidences culture ratings by grade level							
parent survey parent concerns quantity							
bi weekly feedback 6C ratings culture ratings by grade level							
GET ratings, Culture ratings							

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	55%	
% of CSI Passing STAAR	6th 40% 7th 100%	
% of SPED Passing STAAR	19/28 68%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	78	88	90	N/A	86	86
% Meets	43	55	75	N/A	80	75
% Masters	27	34	55	N/A	29	10
% Student Achievement Average	49	59	73	N/A	65	57

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	53%	53%	% Score 1-3	N/A	6th 4%	6th 84%
% Score 2	12%	30%	% Score 4-5	N/A	7th 5%	7th 67%
% Score 3+	35%	16%	% Score 6-7	N/A		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Met

Reflections

Areas of Strength	Areas of Need
1 Teachers helped with offering cross grade level support for critical STAAR groups.	1 We did not spend enough time training for our EL population and how to adapt instruction for them.
2 ELA used collaboration of best practices between contents, specifically English I and II.	2 We did not utilize campus tutors to support throughout the year, especially before major exams.

3 Use of aligned curriculum provided by the district, including STAAR mastery during the last month.	3 Teachers need more support with differentiated instruction practices in their classrooms.
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IDEA Weslaco College Preparatory

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	69	64	50	
% Meets	26	36	75	
% Masters	9	17	98	
% Student Achievement Average	35	39	72	

Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Prob. & Stats.		IB Scores	IB Group 5
% Score 1	85%	81%		% Score 1-3	N/A
% Score 2	12%	10%		% Score 4-5	N/A
% Score 3+	4%	10%		% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1. Teachers modified instruction based on assessment data and provided re-teaches on weak areas that needed improvement.	1. More structure and curriculum support are needed for ACT and TSI classes. This could be adding the course (ACT) or providing more support and resources to teachers in these areas.
2. Visual aids are present in every math content classroom which gives students access to content materials.	2 Key points, answer keys, and exemplars are needed for AP, ACT style questions for vertical alignment support as an add on to materials provided on our curriculum corner.
3. Engaged in monthly meetings to analyze student work, plan reteaches, and observe vertical alignment opportunities.	3. Accountability on trackers both classroom and personal student trackers is needed for consistency and follow through year-round. This practice should be implemented early in Quarter 1.
	4. Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	69%	94%	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	N/A	96%	
% Meets	N/A	77%	
% Masters	N/A	32%	
% Student Achievement Average	N/A	68	

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	60%	88%	N/A	79%	% Score 1-3	N/A
% Score 2	21.00%	13%	N/A	16.00%	% Score 4-5	N/A
% Score 3+	19.00%	0%	N/A	4.00%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1 Science team supported each other with sharing of materials and resources across various subjects.	1 There was no consistent content meeting times aside from the required pre-planned meetings from admin. We will collaborate more frequently next year.
2 Deadlines were clearly communicated and timed reminders were sent to complete required tasks.	2 More communication is needed within the science team in form of a group chat, or group text. Teachers can notify each other of labs completed and allowing others to go observe and learn from each other. Professional communication was completed via TEAMS and Email.
3 When given the time and opportunity to collaborate, the science team supported and shared ideas that could be used for various classes. Veteran teachers provided opportunities for teachers to go and observe practices in action.	3 Materials and or budget for labs done in science class need to be ordered timely. Teachers often use their own out of pocket money for several experiments due to unclear process to request materials and long wait times to receive material.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	97%	100%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	84	97	
% Meets	57	77	
% Masters	42	41	
% Student Achievement Average	61	72	

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	61%	52%	81%	83%	94%	% Score 1-3	N/A
% Score 2	14%	25.00%	11%	13%	4%	% Score 4-5	N/A
% Score 3+	26%	24%	8%	4%	1%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1 We had team collaboration that included veteran teachers who were able to provide support, suggestions and materials to new teachers.	1. We want better training options for AP Summer institutes. Local universities do not provide the best quality in training for our AP teachers.
2 The team had aligned annotations for all content, including across specific grade levels. This helps build the skill in students so that there is less focus on the skill of annotating.	2 We need to provide more STAAR aligned practice for 11th grade from the beginning of the year. Potentially resources for all STAAR tested area's.
3 Teachers were provided the space to observe other teachers to learn best practices.	3 Purchasing more visual aids for students is needed to ensure that they see geography and important concepts in all they study.

IDEA Weslaco College Preparatory

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	3%	20.20%	13.50%	1.30%	24%
% Intermediate	26.50%	38.10%	32.70%	13.90%	
% Advanced	31.80%	35%	27.80%	30.90%	
% Advanced High	38.70%	6.70%	26%	53.90%	

Reflection

Areas of Strength	Areas of Need
1 We highlight listening as the areas because teachers use all English instructions, and give clear directions.	1 Speaking in class is an area of development where we find that teachers also do not encourage enough Turn and Talks. Our campus process for providing tutorials and practice with technology for TELPAS testing will be clear (in addition to consistent location).
2 We are completing the writing rating samples early within window and have a grade level plan for collaboration.	2 We will sharing student results to grade levels at BOY in an internalized manner (processing time) to inform instruction for ELLs. Individual results to understand student's skills that are strengths and weakness.
3 Teachers are provided access to ratings of students and can reference them through the year.	3 We want to better invest students about what TELPAS means and the importance of this exam and how we use data to help them grow (investment).
	4 Campus year-long PD will include one skill to master each quarter for the first 3 quarters of the school year. Instructional team and content leaders will perfect these practices and support teachers through observations and coaching

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	77%	23%	54%	37%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
23%	13%	6%	50%	96%	94%

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
19.28	19.19	27%	N/A	N/A	N/A

Reflections

Areas of Strength	Areas of Need
1. The alignment of the bulk of the work for students(essays, resumes, TLORs, Testing) early on to ensure senior year is focused on applications.	1. An area of need would be a tighter support system after matricaltion day; having the alumni team working on an earlier relationship with students.
2. Students are knowledgable about the overall goals we are pushing that align with matriculation; GPA, AP Scholars, TSI, testing.	2. We want to restructuring teacher goals with managers that align with pieces of the matriculation to support our students in being college ready. This information will be shared at weekly tactical meetings.
3. An area of strength would be the campus visits, CSAP, TFL and students being able come back and know that was their college.	3. We will embed Financial literacy as students enter into the 9th grade(not just RTTC), adding more than just ACT word of the day. This will include a "college knowledge" word of the day and possibly a Do Now activity.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	88%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	39%
% State Certified Leaders	13%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	13

Reflections	
Areas of Strength	Areas of Need
1) Manager was available from most lead team members that were understanding and took the time to hear teacher concerns and ensure teachers felt supported.	1) There is a need for more systems to ensure that first year teachers are checked on and consistently coached/developed in their roles. They will benefit from weekly checks, observations, coaching and TeachBoost assigned next steps. This needs to come from administrative manager in structured format
2) Team and Family mindset is present and enhanced by the strong professional relationships that are built within teacher teams. There was consistent communication through Teams to support campus initiatives.	2) We need clarity with expectations and guidelines for discipline, specifically Level 3 violations. Professional Development sessions on this topic will allow for staff to be behaviorally aligned. Teachers need to be better trained on management techniques in the classroom and how their managers can best support
3) Positive notes and praise were available through the year with celebrations such as runners of the month, quarterly Core Value awards, and grade teams of the month.	3) We will add a return of various attendance incentives such as gift of time, parking spots, duty reliefs, incentives.

Comprehensive Needs Assessment College Preparator
Data Source: School Culture and Climate
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-Native
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	
1 Teacher's duty areas are used to reinforce culture as soon as students walk in. Examples of this include greeting student by name fostering culture of joy, reinforce breakfast/CNP procedures, and reminding of dress code expectations.	1. Although our staff is reinforcing continuous reinforcement throughout consequences for students not abiding code, phone use, air pods).
2. The inclusion of appreciation/awareness dates has helped our school culture by celebrating others. Students feel valued knowing that their culture & diversity are celebrated. All celebrations such as (birthdays, AP scholars, university acceptances, shout-outs) foster a culture of joy and make students feel valued.	2. Having an outlet for students and mental health needs will be included. address mental health and do activities health week or mental health day need

<p>3 We have supportive admin when it comes to coaching and providing feedback to teachers through our culture rounds. Sharing data publically and reporting by grade level helps us to problem solve on needed areas.</p>	<p>3. We will establish swifter transition Transitions have been swifter and ad assisting with student flow, however, restrooms during transitions.</p>
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Preparatory

essment
y
and Climate
Campus %
YTD is 89.97%
94.69%
78.57%
7
5%
22%
99.80%
0.40%
0.27%
0%
6.40%
0%
0.27%
0%
3%
50%
50%

Areas of Need
dress code at duty spots, it still requires t the day. Grade levels must norm g by student code of conduct (dress
staff to address their emotional and Providing students with a speaker to es with each grade level such as a mental ds to be added to our year calendar.

s specifically for restroom use.
min has been very present in the halls
now our area of need is monitoring

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Meet the Teacher Night	68%
% Families Who Attended EOY Ceremonies	56%
% Families who attended Winter Festival	28%
% Families who attended Spring Festival	no spring festival this year

Reflections	
Areas of Strength	Areas of Need
1. The communication done in Parent Weekly, Facebook, and Instagram have provided good information to our families.	1. We will add a Spring Meet the Teacher or Open House so that we are able to keep close communication with our families. This will provide another touch point with parents just before our testing season.
2. The advertisement and decorations at special events bring celebration to our community. Families are welcomed and able to see our school in a positive light.	2. We will benefit from improving our quarterly award ceremonies to celebrate students and invite parents to campus. This could be through our Honor Roll Breakfast events but will be beginning with Quarter 1.
3. Student Council members were able to lead events and express their interest in events that included their families. These students served as volunteers during events.	3. Through our parent events and infosessions, we want to add Colt swag as give-aways and also include small food items for them.