

IDEA Public Schools

Weslaco Pike College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



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

Mission Statement

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

Vision

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

Weslaco Pike College Prep

At Weslaco Pike College Prep , learning thrives because our school is positive, inclusive and joyful. Our students will persist through college and be confident that they will be able to navigate and accept the challenges of post-secondary education and upon return, WPCP alumni will transform the Weslaco Community by building citizenship and advocacy as it pertains culture and world-wide views.

Families, staff and students will be empathic and continue to be resilient by tapping into our strengths to overcome challenges and work through problems by modeling strong work ethic and be determined to get things done by focusing on our goals. The steadfast belief that we WILL forge a path forward using these attributes, ensures that our students have the power to create their reality and their futures.

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 14, 2022

Demographics

Demographics Summary

Weslaco Pike College Prep is an open enrollment charter school founded in 2014 and has seen 2 graduating classes and continues to set high expectations for every student on our campus. As an Advanced Placement (AP) campus for all, we ensure every student realizes their potential. This school year, we currently have 753 students in grades 6th -12th. This allows for smaller class sizes and building relationships with families as it is a very small campus with no more than 130 students per grade level. Our enrollment by race or ethnicity is not as diverse as our average student population is around 98.1% Hispanic. If you walk in our halls, you'll hear most of our students speaking Spanish and similarly our staff as well. About 83% of our students are economically disadvantaged, 8.8% are identified as Special Education students and 24.3% are English Learners.

See PDF in Addendum for more information.

Demographics Strengths

Our students receive free breakfast, lunch and supper hence are ready to learn everyday in class. Our diversity allows for student teacher relationships to build strong culture as well. This past year we were able to reintroduce the joy factor with several school spirit activities/events.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause:** As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Problem Statement 2 (Prioritized): There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses **Root Cause:** As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Student Learning

Student Learning Summary

Weslaco Pike CP earned an overall rating of A 92/100 as per TEA. Our overall STAAR score was 83/55/28 (about 2-3 points higher than the district). Below are the overall performance details for Domain 1:

Reading: 87/66/32

Math: 80/40/18

Science: 89/64/37

Social Studies: 74/45/28

CCMR: 99/100

Graduation Rate 85/100

Below are the overall performance details for Domain 2 School Progress:

Academic Growth 91/100 & Relative Performance: 94/100

Below are the overall performance details for Domain 3 Closing Gaps: 86/100

Academic Achievement % Target Met 71/100 & Growth Status 100/100 & ELL 100/100 & School Quality 100/100

See PDF in Addendum for more information

Student Learning Strengths

Some areas of learning strengths are content collaboration, unpacking data, closing gaps based on data. Students can support their understanding to the text using text evidence in various contents. Implementation of AP Supplemental Aligned Materials. Aggressive Monitoring across grade levels based on student data and focused on target students.

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percent of AP Scholar rates have not increased over the past several years. **Root Cause:** While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

Problem Statement 2 (Prioritized): Percent of Meets & Masters students have increased minimally over the year. **Root Cause:** Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD

Problem Statement 3 (Prioritized): Percent of Domain 3 target indicators for Math have not been met **Root Cause:** Targeted tracking is often lacking in class due to lack of training leaders and staff

School Processes & Programs

School Processes & Programs Summary

At Weslaco Pike, leaders and teachers both receive professional development as a whole group and individualized. We have established collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning by analyzing school schedules and converting them into PLC schedules. These are either grade team meetings or content team meetings and all staff too. We provide evidence-based feedback to teachers to improve instruction by observing and preparing feedback (See it, Name it, Do It). We have set systems and procedures in place to identify time to collaborate throughout the day (All staff PD, Content team meetings (PLCs), Coaching Clinics), review funding and align our budget to your campus instructional needs. Review % allotted for PD, % allotted for extra duty pay for tutorials and Saturday School (ESSER Funds), observe teachers, lead data meetings or leading walkthroughs to collect the data on whether the PD is being implemented or working, Operating mechanism for reviewing lesson plans to provide feedback on first instruction incorporating action step, operating mechanism for accountability within the campus leaders. We also ensure to provide teacher & leaders with resources.

See PDF in addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our teacher accountability is not cohesive across the campus **Root Cause:** Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members

Problem Statement 2 (Prioritized): Our coaching cycle process has not advanced "quickly" for our teachers across the campus. **Root Cause:** Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

Perceptions

Perceptions Summary

In Semester 2 of the 2021-2022 school year, we were able to see a higher rate of parent participation on campus. One of the most notable barriers that prevented participation early in the year was the lingering effects of the COVID 19 Pandemic. Most of our events were either canceled or done virtually with limited participation due to technology being involved. After completing Quarter 3, we were able to host our Report Card Pick Up Night where we were able to interact with parents and continue to build relationships. During Quarter 4, we hosted several events on campus that allowed for more parent participation. Such events included Award Ceremonies, Athletic Banquets, including Special Olympics, Top 10% Dinner, Senior Night and of course graduation with all but one scholar attending (COVID related). Unfortunately, there was not a system in place to measure participation such as a sign in sheet, but moving forward we will develop operating mechanisms for this.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the last two COVID years, our parent involvement has decreased **Root Cause:** Lack of community events such as: festivals, parents night due to restrictions and onsite parent volunteers

Problem Statement 2 (Prioritized): During the last year, the number of family and community events decreased **Root Cause:** There has been a lack of investment from teachers, staff, students and parents due to lack of prioritization and resources

Priority Problem Statements

Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years.

Root Cause 1: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses

Root Cause 2: As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Percent of AP Scholar rates have not increased over the past several years.

Root Cause 3: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Percent of Meets & Masters students have increased minimally over the year.

Root Cause 4: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the last year, the number of family and community events decreased

Root Cause 5: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Percent of Domain 3 target indicators for Math have not been met

Root Cause 6: Targeted tracking is often lacking in class due to lack of training leaders and staff

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our teacher accountability is not cohesive across the campus

Root Cause 7: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Our coaching cycle process has not advanced "quickly" for our teachers across the campus.

Root Cause 8: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

Problem Statement 8 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals







Revised/Approved: September 14, 2022

Goal 1: Increase staff retention

Performance Objective 1: By the end of the school year, 85% of IDEA Weslaco Pike CP staff will be retained for the 23-24 school year.

High Priority

Evaluation Data Sources: GPTW, Listening Tours, Pulse Check Surveys

Strategy 1 Details	Reviews			
Strategy 1: Conduct Pulse Survey checks for New Teachers in October and share feedback with managers Strategy's Expected Result/Impact: Building Trust with new teachers and tackling "October Blues" as we begin coaching cycle in September Staff Responsible for Monitoring: Direct Managers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Listening Tours in the Fall and Spring Semester for all staff including teachers, co-teachers, and operations. Strategy's Expected Result/Impact: Provide opportunity for staff to share feedback regarding campus processes, strategies and overall culture Staff Responsible for Monitoring: Principal and Lead Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

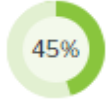

School Processes & Programs
<p>Problem Statement 1: Our teacher accountability is not cohesive across the campus Root Cause: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members</p> <p>Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. Root Cause: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like</p>

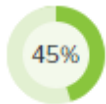




Goal 1: Increase staff retention

Performance Objective 2: By May 2023, 100% of WPCP staff will have been rewarded, recognized and celebrated

High Priority

Evaluation Data Sources: Teacher of Month, Teacher of the Year

Strategy 1 Details	Reviews			
Strategy 1: Hold Teacher and Co-Teacher of the Month celebrations during All Staff PD Strategy's Expected Result/Impact: Celebrate and motivate our teachers Staff Responsible for Monitoring: Student Success Advisor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Bi-Weekly Core Value award announcements during All Staff PD Strategy's Expected Result/Impact: Reward and recognize teachers who embody our Core Values everyday Staff Responsible for Monitoring: Student Success Advisor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: In service of driving campus priorities and developing teacher teams, teacher leaders (GTLs/CTLs) will lead professional development sessions throughout the year for their teams. These sessions will be both backwards planned and data-responsive, focusing on building teacher skills to support all of our students mastering the content and skills they need to be successful in college. Strategy's Expected Result/Impact: Create a series of deliverables for a vertically aligned scope and sequence across grade levels within the content team by the end of the year and produce anchor charts for consistent use across all grade levels within the content team Staff Responsible for Monitoring: Principal & Teacher Leaders Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met Root Cause: Targeted tracking is often lacking in class due to lack of training leaders and staff
School Processes & Programs
Problem Statement 1: Our teacher accountability is not cohesive across the campus Root Cause: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members
Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. Root Cause: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like



Goal 2: All IDEA students matriculate to college

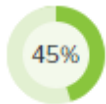




Performance Objective 1: By May 2023, the percent of seniors meeting CCMR requirements will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: ACT, TSI , AP

Strategy 1 Details	Reviews			
Strategy 1: Host ACT & TSI Bootcamps spanning for one month prior to ACT/TSI testing Strategy's Expected Result/Impact: Targeted Student Instruction based on skill Staff Responsible for Monitoring: College Counseling Team and Content Administrators Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coach and Develop College Counseling Team, Content Team and Leaders (instructional lens) Strategy's Expected Result/Impact: Unpacking assessments to see content alignment and identify alignment across exams Staff Responsible for Monitoring: Principal. CC Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use ACT Prep Skills Teacher to improve ACT scores in grades 10th -12th. Strategy's Expected Result/Impact: Students will receive in class support every other day and opportunity to practice ACT test taking skills throughout the entire school year. Staff Responsible for Monitoring: Director of College Counseling & College Counseling Team Title I: 2.4 Problem Statements: Student Learning 1 Funding Sources: ACT Prep Skills Teacher - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Percent of AP Scholar rates have not increased over the past several years. Root Cause: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

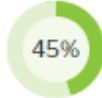
Goal 2: All IDEA students matriculate to college






Performance Objective 2: 100% of the class of 2023 enrolls in college, post secondary SPED program, enlist in the military or receives faith based medical exemption

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation data (all, Tier 1/2)

Strategy 1 Details	Reviews			
Strategy 1: Hold 100% Match & Fits Conversations Junior Year and follow up with the Quality Application Campaign data for the Class of 2023 in the fall. Strategy's Expected Result/Impact: Ensure Letter of Recommendations are set, application types and college lists/next steps identified Staff Responsible for Monitoring: College Counseling Team Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use DCC to coach counseling team, backwards plan and improve the matriculation process Strategy's Expected Result/Impact: Create follow up plan and tracking systems for our graduating classes Staff Responsible for Monitoring: College Counseling Team and Principal	Formative			Summative
	Oct	Jan	Mar	June

Title I: 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: Director of College Counseling - Federal Grant				
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Percent of AP Scholar rates have not increased over the past several years. Root Cause: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.
School Processes & Programs
Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. Root Cause: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like
Perceptions
Problem Statement 2: During the last year, the number of family and community events decreased Root Cause: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources


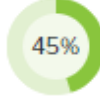
Goal 3: IDEA achieves an A rating






Performance Objective 1: WPCP will obtain an "A" on Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Having Data Driven Tracking and Intervention Strategy's Expected Result/Impact: Focused and prioritized tutorials Staff Responsible for Monitoring: Content Teachers, Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coach and Develop Instructional Leaders Strategy's Expected Result/Impact: Coach School Leadership Levers to ensure leaders know how to analyze classroom level data, action plan for reteaching and reassessment, and track mastery Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use Interventionist to improve 6th - 8th reading performance Strategy's Expected Result/Impact: Interventionist will support all three grade levels with writing skill mastery. Staff Responsible for Monitoring: ELA Content Administrator and Manager Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Interventionists - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Percent of Meets & Masters students have increased minimally over the year. Root Cause: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met Root Cause: Targeted tracking is often lacking in class due to lack of training leaders and staff


Goal 3: IDEA achieves an A rating

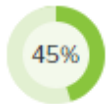




Performance Objective 2: By June 2023, our WPCP Sped students will achieve a 19% Meets in ELA and 23% meets in Math

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details		Reviews			
Strategy 1: Knowing our students and what they need. Strategy's Expected Result/Impact: - Conduct SPED accommodations walkthrough with SPED folder teacher. - Quarterly Collaborative Meetings to review student work samples - SPED focus in all GTM and Morning Huddles - Discuss High Priority SPED student weekly at check-ins (OCS for both Gen Ed/SPED) Staff Responsible for Monitoring: SPED Folder Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Begin Exit Ticket Tracking based on daily objective/skill with focus on Special Pops in Q2 Strategy's Expected Result/Impact: - Provide in the field coaching cycle in response to SpEd data for gen ed/SPED teachers. - Weekly collaboration meetings amongst General Ed and SPED teachers to identify students of concerns, review upcoming LPs. - Conduct daily pre-teach in (AM) Staff Responsible for Monitoring: SPED & Gen ed Teacher, Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	Formative			Summative
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Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 2: Percent of Meets & Masters students have increased minimally over the year. Root Cause: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met Root Cause: Targeted tracking is often lacking in class due to lack of training leaders and staff

Goal 4: Increase student daily attendance

Performance Objective 1: WPCP will obtain a 97% ADA

High Priority

Evaluation Data Sources: ADA, Persistence and Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Ensuring Minute by Minute process/Matrix is consistent with communication of preparation and collaboration among all stakeholders Strategy's Expected Result/Impact: Track and identify high repeat offenders Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate students and staff with highest ADA Strategy's Expected Result/Impact: Incentivize students with perfect attendance Staff Responsible for Monitoring: APO Title I: 2.4, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics






Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause:** As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Goal 4: Increase student daily attendance

Performance Objective 2: Decrease out of school suspensions by 10%

High Priority

Evaluation Data Sources: Power school & Behavioral Trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement in school behavioral consequences/interventions such as Consequence Ladders and Detention Strategy's Expected Result/Impact: Focus on Responding to Misbehavior Staff Responsible for Monitoring: API/Grade Team Leaders Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 2: There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses Root Cause: As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Goal 5: Increase student persistence

Performance Objective 1: 90 % student persistence for WPCP (increase by 5%)

High Priority

Evaluation Data Sources: Persistence, Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: 50% of students/parents at WPCP will attend school wide events. Strategy's Expected Result/Impact: Continuous engagement of our students and parents. Staff Responsible for Monitoring: Student success advisor Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a Family Engagement Year at a Glance to ensure over 5 campus events Strategy's Expected Result/Impact: Create and bring back Joy Factor for student engagement Staff Responsible for Monitoring: Student Success Advisor and Grade Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. Root Cause: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Perceptions







Problem Statement 2: During the last year, the number of family and community events decreased **Root Cause:** There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Goal 5: Increase student persistence

Performance Objective 2: 95% of students and parents take survey and provide feedback and overall our campus survey will increase by 0.1.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Conduct S1 & S2 family surveys that include family reflections Strategy's Expected Result/Impact: Teachers will be able to implement feedback to encourage professional growth Staff Responsible for Monitoring: Social Worker and Student Success Advisor Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Host monthly parent workshops that target SEL, violence prevention and intervention Strategy's Expected Result/Impact: Safer, Smarter Schools Staff Responsible for Monitoring: Social Worker Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions






Problem Statement 2: During the last year, the number of family and community events decreased **Root Cause:** There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Goal 5: Increase student persistence

Performance Objective 3: Students Enrolled in PE will meet 900 minutes of MVPA (Moderate to Vigorous Physical Activity).

High Priority

Evaluation Data Sources: Data provided by HRM and tracked through monitors on a weekly basis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MS Students will participate in moderate to rigorous physical activity to promote a healthy athletic/academic balance daily. Strategy's Expected Result/Impact: Students will get an opportunity to get exposed to athletics in the MS levels and build the foundation for our various athletic UIL teams such as VB, Basketball, Golf, Tennis, Soccer, Cross Country, Track Staff Responsible for Monitoring: PE Athletic Director & PE Coaches ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. Root Cause: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Vela	ACT Prep Skills Teacher	Title I	1
Jessica Salinas	Interventionist	Title I	1
Laura Vega	RTTC I Teacher	Title I	1
Yvette Guzman	Director of College Counseling	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
2	1	2	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
2	1	3	ACT Prep Skills Teacher		\$0.00
2	2	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
2	2	2	Director of College Counseling		\$0.00
3	1	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
3	1	3	Interventionists		\$0.00
3	2	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
3	2	2	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	90%	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	Stepback for Campus Priorities set for week of July 11th	Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP Scores. Used Mock Data	Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

Campus Name
2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
IE	TSI Grade Level remediation plan using SOAR materials	O	All	J. Broshears	8/22 - 6/23	SOAR materials access through local university & targeted remediation plans for students	TSI tracker of students pending exam and section pending to pass. TSI Reflection worksheet for students	TSI Assessment	Y	Y					
IE	Mandatory Differentiated Tutorials with plans for All STAAR Re-Testers (HB4545)/ Meets & Master Target Students	S,E	All	T. Wilson/T. Valdez	8/22 - 6/23	Teachers to host after school tutorials and designate Saturday school in S1 for remediation	HB4545 Parent Letters & tracker of students and hours remediated (30 per content)	STAAR/EOC	Y	Y					
ID	Professional Development AP	AP	All	T. Wilson	8/22 - 6/23	Registration, Travel, Lodging for teachers	Certificate of Completion	AP	N	N					
IG	ELL Differentiated Support & Trainings	S, E, A, AP	ELL	J.Hinojosa	8/22 - 6/23	Registration, Travel, Lodging for teachers going to out of city trainings. Designated PD hours in YAG PD Calendar. Support in content team meetings. Leader support in LP feedbacks. ELL tracker with scores shared with teachers	Certificate of completion for trainings, Dates in PD Scope and sequence, Lesson Plan feedback for teachers on differentiated support	TELPAS	Y	Y					
IG	Special Education training for General Education Teachers	S, E, A, AP	SE	M. Mendez/J.Hinojosa	8/22 - 6/23	Registration, Travel, Lodging for teachers going to out of city trainings. Designated PD hours in YAG PD Calendar. Support in content team meetings	Certificate of completion for trainings, Dates in PD Scope and sequence, Lesson Plan feedback for teachers on differentiated support	STAAR/EOC/TELPAS	Y	Y					
IJ	CSI teacher cross trained in all programs including DI, Reading Success, Imagine Learning	S, RR	All	T. Valdez	8/22 - 6/23	Teacher coaching will need to happen during the day	Tracking of coaching cycle and certificate of completion for trainings.	RENSAR	N	N					
IK	ACT prep & literacy incorporated beginning in 8th Grade Algebra I and continued to 11th grade through RTTC/ ACT classes	A	All	Y. Guzman	8/22 - 6/23	ACT Preparations Books with Practice exams & Anchor Charts for classrooms	ACT Skills Tracker that travels with students year to year	ACT	Y	Y					
IG	Professional Development incorporating Writing Skills, Habits of Discussion, Habits of Evidence	S, E, A, AP	All	J. Hinojosa & CTLs	8/22 - 6/23	Registration, Travel, Lodging for teachers & CTLs going to out of city trainings. Creation of deliverables by CTLs	Certificate of completion, YAG PD Scope and Sequence for content team leaders	STAAR/EOC/AP	Y	Y					
IE	Content Team Leader Vertical Alignment Trainings	S, E, A, AP	All	J. Hinojosa	8/22 - 6/23	YAG PD Scope and Sequence for content team leaders, Creation of deliverables	Ratings on SLLs (Teachboost or tracker).	STAAR/EOC/AP/ACT	Y	Y					

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

Weslaco Pike College Prep

Comprehensive Needs Assessment COLLEGE PREP

Data Source: CSI						
% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	43%					
% of CSI Passing STAAR	62%					
% of SPED Passing STAAR	42%					
Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76%	91.00%	87%	NA	84.00%	94%
% Meets	45%	68.00%	61%	NA	68%	79%
% Masters	31%	49.00%	39%	NA	17%	15%
% Student Achievement Average	52%	69.00%	62%	NA	50%	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	66.00%	49.00%	% Score 1-3	n/a	n/a	n/a
% Score 2	19%	37.00%	% Score 4-5	n/a	n/a	n/a
% Score 3+	14.00%	14%	% Score 6-7	n/a	n/a	n/a
					RR Goal 20% Met/Not Met	WM Goal 60% Met/Not Met
					27%/63%DNM	69%/31% DNM

Reflections	
Areas of Strength	Areas of Need
1. Content collaboration. Unpacking data, closing gaps based on data.	1. Differentiated PDs- STAAR from AP. In need of an ENG interventionist.
2.AP- Students can create strong positions and claims. They are defensible and arguable.	2.) AP - Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.
3. Collaboration with other teachers to share resources and ideas.	3. lack of access to resources to obtain extra practice (i.e. workbooks, web program) (STAAR) also lack of access to books outside of curriculum
4. (Team)Content collaboration and support. Shared resources and weekly feedback amongst the team.	4. (Students) Making inferences and making personal connections to the text. (Team) Lack of supplies to teach students how to use their strategies from day one.
5. ELA team is supportive and help problem solve.	5. Students need to develop reading stamina STAAR.
6. Access to technology (Quill, laptops)	6. Lack of resources: dictionaries, books, workbooks (STAAR)
7. Class discussions, socratic seminar (High school)	7. Skill gap between STAAR and AP
8. High quality, passionate teachers	8. Literacy - low reading proficiency (STAAR and AP)
9. Team has many years of experience across contents	9. Basic writing format / sentence structure -AP
10. STAAR students can support their understanding to the text using text evidence.	10. Vocabulary -AP

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR EOC Alg I	Geometry	Algebra II
% Approaches	61.00%	74%	87%	70%	97%
% Meets	28%	45%	49%	37%	64%
% Masters	9%	23%	26%	13%	33%
% Student Achievement Average	32%	47%	52%	49%	62%

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	91%	n/a	71%	% Score 1-3	NA
% Score 2	8%	n/a	29%	% Score 4-5	NA
% Score 3+	2%	n/a	0%	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1 Use of coaches in the classroom	1 Basic computation
2 Proper Math Terminology	2 Development of literacy skills
3 Anchor charts and reference material	3 Test taking strategies (multiple choice/free response)
4 Daily Do Nows/ET's	4 TEKS alignment in HotSpot (6th and 7th)
5 Studnet ShoutOuts and Joy	5 Calculator skills
6 Implementation of AP Supplemental Aligned Materials	6 Alternative online platforms (Delta-math, Desmos, etc.)
7	7 Incorporate joy factor during rigor aligned reviews.
8	8 Establish coaching expectations in Q1
9	9 Tracking
10	10 Time stamps

Campus Name

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	50%	85				
Data Source: STAAR						
	STAAR 8th Science	STAAR EOC Biology	STAAR EOC Chemistry	STAAR EOC Adv. Physics		
% Approaches	82%	100%	82%	36.20%		
% Meets	52%	79%	34%	7.20%		
% Masters	30%	43%	9%	0%		
% Student Achievement Average	55%	74%	56%	41%		
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Comp Science	IB Scores	IB Group 4
% Score 1	54%	91%	81%	52%	% Score 1-3	N/A
% Score 2	23%	9%	19%	34%	% Score 4-5	N/A
% Score 3+	23.00%	0%	0	13%	% Score 6-7	N/A

Reflections	
Areas of Strength	Areas of Need
1 Strong culture of achievement as science department	1 More funding/space for labs
2 Content (instructional) support from CTL is always strong	2 Some instructional materials still needed (ex: measuring up workbooks)
3 Giving each other resources	3 Content Specific PD (ex: CAST Conference)
4 Teacher Content knowledge	4 Students need more algebra practice for chemistry
5 Strategic grouping in class / Coaches	5 Technical writing/reading in science
6 Aggressive Monitoring	6 Lab materials
7 Tracking and Tracker Charts	7 Gap between AP and STAAR
8 Engaging Lessons / Labs	8 More chemicals and instruments (spectrophotometer, ph meters, electrophoresis, chromatography,
9 Make real world connections with lessons daily	9 Measuring UP for Biology (workbook)
10	10 Internships to learn lab techniques that incorporate principles taught in class (local labs such as TAMU Weslaco, etc.)

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	6th FRQ EOY Assessment	7th Grade EOY Assessment	
% Passing	96/77/44	99/78/50	93/68/56	

Data Source: STAAR

	STAAR 8th US History	11th Grade STAAR EOC US History	11th and 12th Grade STAAR US History EOC	
% Approaches	58	97	91	
% Meets	20	73	74	
% Masters	11	47	47	
% Student Achievement Average	29	70	70%	

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1	70%	37%	71%	90%	97%	% Score 1-3	N/A
% Score 2	11.00%	24%	19%	5%	1%	% Score 4-5	N/A
% Score 3+	18%	38.00%	10%	5%	1%	% Score 6-7	N/A

Reflections	
Areas of Strength	Areas of Need
1 Engaging/interactive activities for students	1 Differentiated PDs
2 Strong/detailed LTP for the year	2 FRQ structure/Guided discourse
3 RWDR Expectations	3 Coaches/Aggressive monitoring
4 Lesson Plans/Time Stamps	4 STAAR Collaboration
5 AP Content Collaboration	5 Literacy/Document analysis/Vocabulary
6 AP Share Fair	6 Showcase exemplars/Celebration (JOY)
7	7 Data Driven Tracking
8	8 Review Days (student driven)
9	9 Strategic seating based on level
10	10 Writing rigor between STAAR and AP

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 levels
% Beginning	0.50%	8%	2%	1%	0%
% Intermediate	14%	35%	24%	17%	0.50%
% Advanced	36%	55%	32%	30%	8%
% Advanced High	49.50%	2%	42%	52%	29%

Reflections	
Areas of Strength	Areas of Need
1 % of students test is high	1 No system of tracking in place before TELPAS
2 Writing down the answer before having to SPEAK IT OUT for Test	2 Teacher training for my identification / implementing
3 Practiced with Intermediate & Beginners for test	3 EL parent meetings for identification/inform
4 Teacher support for testing	4 Resources
5 Gym for testing	5 Speaking Out Loud opportunities

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	
100%	82.60%	17.40%	97.10%	29%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
23.20%	6%	7%	63.80%	87/94%	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
17.96%	18.40%	6%	N/A	N/A	100%

Reflections	
Areas of Strength	Areas of Need
1. High rate of Tier I and Tier II acceptances	1 Norming all curriculum through 9th-12th of RTTC.
2. Fostering student relationships	2. Following centralized MasteryPrep for ACT.
3. Building a culture focused on results.	3. Identify a TSI intervention students earlier in the year.
4. Advocating for students and ensuring equity.	4. Develop TSI/ACT plan for 9th/10th graders at EOY
5. Promoting the mission of "College for ALL"	5. Celebrate Success on student goals.
6. Building socio-emotional skills.	6. Identifying students that do not want to attend college.
7 Strong teacher rapport, continuing to mentor students as they have matriculated	7. Coordinating field lessons/ matriculation trips.
8	8. Credit recovery intervention plans as soon as possible.
9	9. Matriculation date should be at the end of the 2nd semester to ensure student commitment to collage/university
10	10. Ensure all students feel involved in matriculation and successes and not only focus on the top students.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	91%
% Instructional Support Retention	95%
% Teacher Retention	95%
% Campus Support Retention	88%
% SPED Certified Teachers	12%
% State/National Certified Teachers	18%
% State Certified Leaders	0%
% State/Board certified Counselors	18%
Number of teacher applicants per 2020-21 school year	4%

Reflections	
Areas of Strength	Areas of Need
1 100% retention for New Hires	1 Stronger Grade Team Culture (Between their team)
2 Strong onboarding plans for New Hires	2 Candidates with content knowledge
3 Strong interview process (Q&A, teach)	3 Teacher Accountability (discipline)
4 Vision Non-negotiables	4 Sample lesson in classroom
5. Social Emotional Counselor	5 PD on Student behavior deescalation techniques
6 Teacher input in interview process	6 Teacher's conference and lunch is not taken from them
7. TCP	7
8 Team collaboration and communication	8
9 Content led interviews	9
10	10

Campus Name

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.46%
% Overall Persistence	96.15%
% New Student Persistence	92.86%
# of Admin Withdrawals/ Level 3 Offenses	13
% SPED	9.77%
% ELL	30.94%
% Eco Dis	81.68%
% Migrant	0.68%
% Race: American-Indian- Alaska-Native	0
% Asian	0.41%
% White-Hispanic	97.56%
% Multi	0.14%
% Black-African-American	0.14%
% Native-Hawaiian-Pacific- Islander	0
% White	1.76%
% Male	50.47%
% Female	49.53%

Reflections	
Areas of Strength	Areas of Need
1. Varied choices for electives.	More options outside of core curriculum (sports, arts, music, etc)
2 Lead team is very helpful	Provide more incentives every quarter
3 We have all coaches Cpi and few certified teachers	Lack of physical security presence
4. Maintance with code	Have more incentives for students every quarter or every 4 weeks.
5 Student-teacher relationships build strong culture.	More administration interaction with students.
6 Positive communication with Content Leader.	More materials for students to complete projects.
7 Students have a diverse assortment of AP courses to choose from	Students must not be under the impression AP tests are optional
8 Every student has technology / laptop or chromebook	Teacher and admin communication
9 Communication through remind and social media	More parent involvement. Ex: events.
10 Students receive free breakfast, lunch, and supper (if requested)	Provide CPR and first aid training for the staff
11 We had bullying lessons	Focus on emotional intelligence
12 MAV of the Week	More sub support in the morning, addressing classroom expectations with the first period
13 Sexual Assault Prevention training	Differential PDs, more individual trainings (content/AP/pedagogy trainings)
14 Joy factor in reintroducing school spirit activites/events.	More teacher support when lunch is taken away from them.
15 FAM Meeting	Pick up and drop off should be moved to CP area and Academy on east side of campus
16 Persistence day at beginning of year per grade level	
17. 10th grade culture implementation, student had shirts tucked in and non idea jackets were removed	

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	71%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	Areas of Need
1. Social Media involvement	1 Grade team sign in sheet for parent attendance
2 Remind communication	2 Planning ahead of the time
3 Parent Weekly	3 Point Person needed per event
4 Art Exhibitions / Art Events	4 Staff Involvement
5 Facebook Live feed for family and community	More community events such as: festivals, parents night, etc
6. Back to school picnic event	Open House Events each semester or Quarter
7 After school and Saturday School tutorials	Teacher investment at 100%
8	8 Parental involvement for fundraising and school events. Onsite parent volu