

IDEA Public Schools

Yukon College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 21, 2022

Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Increase staff retention	14
Goal 2: IDEA achieves an A rating	14
Goal 3: Increase student daily attendance	17
Goal 4: Increase student persistence	18
Title I Personnel	20
Addendums	21

Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Yukon sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. IDEA Yukon College Prep launched in 2021 and while served only 6th grade scholars the first year, we now serve both 6th and 7th grade and will expand by one grade level each year until we are a 6th-12th grade campus. See plan addendum for detailed demographic data.

Demographics Strengths

Enrollment hit the benchmark on the first day of school in August 2022. There is also an extensive waitlist of scholars and families who are looking to enroll at IDEA Yukon College Prep. See plan addendum for detailed demographic strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus daily attendance was below benchmark for the majority of the 2021-2022 school year and averaged 92.8% ADA. **Root Cause:** A lack of consistent and clear communication around attendance expectations to parents and students and follow-up and accountability for attendance high flyers resulted in 53% of Yukon College Prep scholars having 10+ absences during the year.

Problem Statement 2 (Prioritized): Loss of instructional time for scholars with frequent behavioral infractions. **Root Cause:** A lack of structure resulting from the lack of a clear behavior matrix and follow up of high expectations

Student Learning

Student Learning Summary

IDEA Yukon College Prep earned a B rating in the 2022 State Accountability Ratings and earned distinction designations in the areas of Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, and Top 25% Comparative Academic Growth.



Overall Performance Details



Student Achievement



82 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.



School Progress



85 out of 100

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

Student Learning Strengths

See plan addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 32% of Emergent Bilingual students grew one proficiency level or maintained Advanced High on TELPAS speaking. **Root Cause:** A lack of knowledge of the TELPAS test blueprint and the criteria for success caused scholars to not be prepared adequately for the assessment.

Problem Statement 2 (Prioritized): 53% of our students receiving special education services met their progress measure on the 2022 reading or math STAAR tests. **Root Cause:** Lack of a vision for what an exemplar inclusion model for special education services looks like.

School Processes & Programs

School Processes & Programs Summary

IDEA Yukon College Prep has clearly defined roles and responsibilities for its campus leaders. Daily professional development is provided to teachers and the topics are decided on based on trends and the needs of the campus.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the school 2021-2022 school year, there was not adequate time set aside to meet the enrichment or intervention needs of students. **Root Cause:** The school's master schedule did not allow for intervention or enrichment for students to occur.

Problem Statement 2 (Prioritized): During the 2021-2022 school year there was not adequate time set aside to develop and enrich teachers skills around management and instruction. **Root Cause:** The schools master schedule did not allow for collaboration amongst teachers during the school day or for ongoing professional development mechanisms.

Perceptions

Perceptions Strengths

See plan addendum for more detailed information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While families do attend afterschool events, there is a perception of a lack of partnership with families during the school day. **Root Cause:** While parents are interested in volunteering, no clear guidelines or systems have been put into place to have this happen with consistency.

Problem Statement 2 (Prioritized): Students felt disconnected to the school since their were not extra-curricular activities offered in the 2021-2022 school year. **Root Cause:** No clear vision for extracurricular offerings.

Priority Problem Statements

Problem Statement 1: Campus daily attendance was below benchmark for the majority of the 2021-2022 school year and averaged 92.8% ADA.

Root Cause 1: A lack of consistent and clear communication around attendance expectations to parents and students and follow-up and accountability for attendance high flyers resulted in 53% of Yukon College Prep scholars having 10+ absences during the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 32% of Emergent Bilingual students grew one proficiency level or maintained Advanced High on TELPAS speaking.

Root Cause 2: A lack of knowledge of the TELPAS test blueprint and the criteria for success caused scholars to not be prepared adequately for the assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 53% of our students receiving special education services met their progress measure on the 2022 reading or math STAAR tests.

Root Cause 3: Lack of a vision for what an exemplar inclusion model for special education services looks like.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the school 2021-2022 school year, there was not adequate time set aside to meet the enrichment or intervention needs of students.

Root Cause 4: The school's master schedule did not allow for intervention or enrichment for students to occur.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the 2021-2022 school year there was not adequate time set aside to develop and enrich teachers skills around management and instruction.

Root Cause 5: The schools master schedule did not allow for collaboration amongst teachers during the school day or for ongoing professional development mechanisms.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students felt disconnected to the school since their were not extra-curricular activities offered in the 2021-2022 school year.

Root Cause 6: No clear vision for extracurricular offerings.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Loss of instructional time for scholars with frequent behavioral infractions.

Root Cause 7: A lack of structure resulting from the lack of a clear behavior matrix and follow up of high expectations

Problem Statement 7 Areas: Demographics

Problem Statement 8: While families do attend afterschool events, there is a perception of a lack of partnership with families during the school day.

Root Cause 8: While parents are interested in volunteering, no clear guidelines or systems have been put into place to have this happen with consistency.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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









Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all full-time IDEA Yukon Campus staff members employed in 22-23 will be retained and return for 23-24.

High Priority

Evaluation Data Sources: Retention Data through Locus; Staff Survey Data









Strategy 1 Details	Reviews			
<p>Strategy 1: Development and follow through of clear roles/ responsibilities created with a backwards plan for project management and on-going coaching/feedback of other leaders.</p> <p>Strategy's Expected Result/Impact: Ensure the operations team is supported and feedback is turned around.</p> <p>Staff Responsible for Monitoring: Principal and other Managers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide planning half days before each unit to ensure strong lesson planning</p> <p>Strategy's Expected Result/Impact: Ensure teachers have time to collaborate and plan aligned lessons that will ensure a strong first teach.</p> <p>Staff Responsible for Monitoring: Instructional Lead Team Members</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: IDEA achieves an A rating

Performance Objective 1: 50% or more of IDEA Yukon College Prep CSI scholars grow 2+ years in RenStar reading.

High Priority

Evaluation Data Sources: Quarterly Renstar Scores; Weekly Lesson Progress and Mastery



Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly rounds with CSI content leader and managers to identify highest leverage action step during Tuesday's skill practice.</p> <p>Strategy's Expected Result/Impact: Action steps developed to increase teacher efficacy.</p> <p>Staff Responsible for Monitoring: CSI Point Person</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bell to bell pacing observations by managers to identify areas in which pacing could be increased.</p> <p>Strategy's Expected Result/Impact: Instruction is maximized.</p> <p>Staff Responsible for Monitoring: CSI Campus Point Person</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 2: IDEA achieves an A rating

Performance Objective 2: IDEA Yukon College Prep will achieve 30/60/90 achievement rates across both math/reading.


High Priority


Evaluation Data Sources: Module exams and Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Leaders will support teachers in providing data informed instruction through operating mechanisms and the coaching cycle. Exit ticket training will be provided within the first month of school to ensure that teachers know how to create effective exit tickets, analyze the data and respond through targeted reteach. Exit ticket trackers will be used daily to celebrate successes, identify gaps, and plan to address misconceptions. Following all small-scale assessments, teachers and leaders will conduct SWAMs to identify gaps and plan for next steps to adjust instruction. Following large scale assessments, teachers and leaders will conduct data conversations to identify gaps and plan for next steps to adjust instruction both short term and long term.</p> <p>Strategy's Expected Result/Impact: Teachers know where their students are mastering or not mastering the standards.</p> <p>Staff Responsible for Monitoring: Instructional Leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Follow the coaching cycle with fidelity to ensure that teachers are competent in planning and execute for both culture and rigor. Leading up the start of a new unit, teachers will have a substitute cover their class to allow for assessment unpacking, calendaring, and planning for alignment. Leaders will provide at least 2 coaching touchpoints for all direct reports every week. This includes lesson plan feedback, observation feedback, and coaching conversations. Leaders will track their touchpoints on the weekly PTG and through Teachboost to support the identification of trends and teacher progress. Lesson plans will be submitted 1 week ahead of time, using the CP Shared LP Template and annotation expectations. Leaders will provide feedback within 48 hours of submission. The long term DP plan includes both rigor and culture components, as well as time for planning, rehearsal and peer-to-peer and leader feedback in real time and through video coaching.</p> <p>Strategy's Expected Result/Impact: Teachers are supported and coached to grow in their instructional practices.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

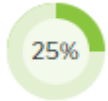







 Discontinue

Goal 3: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Attendance Data from Locus Dashboard





Strategy 1 Details	Reviews			
<p>Strategy 1: The instructional lead team and Ops call parents by 8:30 a.m. each morning to inform them of the impact that day's absence will have. Complete all attendance accountability follow-up contacts within 24 hours of being placed into the ADA Matrix tracker. Each lead team member owns communication with 2 high flyer attendance concerns and makes 2 positive contacts with parents throughout the week</p> <p>Strategy's Expected Result/Impact: Parents will understand the impact of daily absences on their child's learning. The Lead team will know who is absent for the day prior to 8:30 am each morning.</p> <p>Staff Responsible for Monitoring: APO</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly Incentive plans for scholars Scholars- Create an attendance tracker board that displays the weekly attendance to provoke competition between 6th and 7th grade. Scholars who have perfect attendance will be able eat lunch outside on Friday with music Monthly and Quarterly Incentive for scholars: Each month the grade level with the highest ADA will earn the reward based on the monthly incentive plan</p> <p>Strategy's Expected Result/Impact: Scholars will hold each other accountable for attending school each day.</p> <p>Staff Responsible for Monitoring: APO</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Increase student persistence

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

High Priority

Evaluation Data Sources: Persistence Data from Locus Dashboard; Student and Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Creation/Rollout of proficient onboarding folders for new students touching all common concerns</p> <p>Strategy's Expected Result/Impact: Families will have a clear understanding of the expectations of Yukon College Prep.</p> <p>Staff Responsible for Monitoring: Principal and APO</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Building a sense of community and school spirit through sports activities and clubs.</p> <p>Strategy's Expected Result/Impact: Students will feel connected to the school through school pride of extracurricular activities.</p> <p>Staff Responsible for Monitoring: Athletic Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitoring and administering communication efforts and updates across available platforms including Remind, Facebook, and Positive Call Tracker. Celebrating scholars and staff each week/month for their efforts in exemplifying core values and content accomplishments.</p> <p>Strategy's Expected Result/Impact: Families will feel connected to the school in what is happening on campus and what is to come in the near future.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	100%
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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Complete		Verified	
	Locus Dashboards: CIS STARR, AP	Comprehensive Needs Assessment 2022 English Language Arts	<p>These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
	Campus IB Reports	Comprehensive Needs Assessment 2022 Science		Complete		Verified	
	EOY Assessments	Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI	100% College Matriculation 2021-2022 School Year	<p>This page will only be applicable to campuses that had graduating classes in the Spring of 2022.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	Campus IB Reports						
	Campus Matriculation Reports						
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified		
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>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.</p>	Complete		Verified		

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

YUKON College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	20%	
% of CSI Passing STAAR	READ = 18/35 (51%) MATH = 18/35 (35%)	
% of SPED Passing STAAR	READ = 10/20 (50%) MATH = 8/10 (40%)	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	80%					
% Meets	52%					
% Masters	30%					
% Student Achievement Average	54					

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Achievement growth from mock STAAR to STAAR was significant.	1 CSI results of scholars meeting goal at midyear were better than EOY
2 There was strong implementation of WW curriculum	2 Approaches and Meets level did not meet goal
3 'Masters' hit the goal of 30%	3 The ELA teacher was not retained

YUKON College Prep

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	74%			
% Meets	41%			
% Masters	24%			
% Student Achievement Average	46			

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

Reflections

Areas of Strength	Areas of Need
1 Renstar scores averaged 1.5 years of growth from the beginning of the school year until the end.	1 SPED scholars made up a large majority of scholars that did not pass.
2 There was significant growth from Mock exams to STAAR	2 Behavior management of math classrooms impacted instructional time on task.
3 There was a strong re-teach plan in the Spring	3 First teach was not strong enough

YUKON College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	92%		

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

Data Source: AP/IB

	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
AP Scores						
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 The teacher implemented the curriculum well	1 There were significant behaviors that took away from instruction
2 There was a high level of discussion in classes	2 There was low alignment between some lessons and assessments
3 The teacher was retained	3 There was not strong re-teach instruction

YUKON College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

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

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

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

Reflections

Areas of Strength	Areas of Need
1 Students showed high engagement in social studies	1 There will be a new teacher of social studies
2 There was good opportunities for cross-curricular activities with ELA	2 There was not a strong re-teach plan
3 There were ample supplementary materials	3 Discussions lacked depth

YUKON College Prep

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	Composite
% Beginning	0%	0%	15%	0%	0%
% Intermediate	17%	33%	8%	33%	17%
% Advanced	33%	58%	33%	50%	56%
% Advanced High	50%	8%	42%	17%	25%

Reflection

Areas of Strength	Areas of Need
1 There are only 12 EL scholars in 6th grade, which should allow for more strategic intervention.	1 The campus did not meet the accountability target of 36% and the 42%
2 The area with the most scholars at AH is listening.	2 Speaking has the lowest percentage of scholars at AH, which tells me we have not had enough practice with the test format.
3 There is high reading volume	3 Most of the decreases in proficiency occurred in writing.

% of ELL Students who grew one or more levels
30%

ong-term target of
e that scholars did not

YUKON College Prep

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

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

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

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

YUKON College Prep

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	Areas of Need
1 Daily communication from teachers through class DoJo	1 Parents are interested in volunteering, but no clear guidelines or systems are in place to have this happen.
2 Parentst expressed satisfaction on BOY survey	2 Need to have more grade level led parent meetings when expectations are not being met and also to celebrate
3 Parents are excited about athletics	3 There were not curriculum-related events

YUKON College Prep

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	50%
% Instructional Support Retention	
% Teacher Retention	66%
% Campus Support Retention	
% SPED Certified Teachers	50%
% State/National Certified Teachers	
% State Certified Leaders	100%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1 Safety procedures make staff feel safe.	1 Master Schedule did not allow for collaboration amongst teachers.
2 Celebration of teacher's accomplishments and efforts (core value awards, teacher of the month, teacher appreciation)	2 Communication and inclusion of elective and SPED teachers
3 Transition of leadership remained aligned in supporting teachers.	3 No consistent system or processes for deliberate practice, feedback and coaching cycles

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.80%
% Overall Persistence	95.31%
% New Student Persistence	95.28%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	18.03%
% ELL	9.84%
% Eco Dis	54.92%
% Migrant	
% Race: American-Indian- Alaska-Native	1%
% Asian	1%
% White-Hispanic	66%
% Multi	0%
% Black-African-American	5%
% Native-Hawaiian-Pacific- Islander	1%
% White	26%
% Male	
% Female	

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Teachers shared student growth goals with scholars and growth was celebrated	1 Consistency in follow up and documentation of ADA matrix, especially those with chronic absenteeism
2 Parents of SPED scholars feel like their needs are being met and progress is being made.	2 High expectations and follow up of those expectations - ex. Uniforms, transitions, bell-to-bell instruction
3 Attendance challenges increased teacher interest in assisting with attendance.	3 Instructional time is being lost due to behaviors and lack of structure and follow up of high expectations.