

IDEA Public Schools
Carver College Prep
2023-2024 Improvement Plan



Public Presentation Date: August 30, 2023

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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Carver College Prep is located on the inner eastside of San Antonio, in a low-income neighborhood, we are a school of choice. Our campus services 671 student total, grade levels range from 6th grade to 12th grade. Of the total students who attend IDEA Carver College prep, 92% qualify as economically disadvantaged and more than half of our students qualify for free meals in the Child Nutrition Program. The predominate ethnicity on our campus is Hispanic-Latino, comprising nearly 84% of our population, nearly and a quarter of our students fall under student programs (504, English language learners, or Special education).

Total School Population- 671

6th – 128

7th – 115

8th -117

9th- 83

10th – 84

11th- 73

12th- 71

Gender

Male-325 (48.44%)

Female- 346 (51.56%)

Ethnicity

Hispanic-Latino 560 (83.46%)

Race

American Indian- Alaskan Native – 1 (0.15%)

Asian- 4 (0.60%)

Black-African American- 75 (11.18%)

Native Hawaiian-Pacific islander- 0 (0.00%)

White- 31 (4.62%)

Student Programs

Special Education (SPED)- 68 (10.13%)

Section 504- 21 (3.13%)

Emergent Bilingual (EB)- 81 (12.07%)

Student Indicators

At-Risk- 279 (41.58%)

Economic Disadvantage

Economic Disadvantage Total- 616 (91.80%)

Free Meals- 374 (55.74%)

Demographics Strengths

Carver has a diverse staff on campus and staff name that they feel our current staffing roster reflects diversity.

Our campus has retained 96% of our top performing teachers for the 23-24 school year which is an 11 point increase from 21-22.

Our Average daily attendance increased to 92.67% from the previous year.

We were rated one of the top schools in San Antonio.

Overall persistence increased by 5% from year to year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall Student Persistence is at 90.15% **Root Cause:** 1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills

Problem Statement 2 (Prioritized): Our ADA is at 92.77% **Root Cause:** 1. Unclear ADA matrix 2. Lack of incentives for scholars with good ADA

Student Learning

Student Learning Summary

STAAR	21-22	AA		22-23	AA
English 1	85/74/31	63		87/73/29	63
English 2	95/89/23	69		90/77/14	60
US History	100/95/56	84		99/92/61	84
Biology	99/84/38	74		97/81/37	72
Algebra 1	98/98/78	91		93/76/45	71
EOC AA		76.2			70

On Track- Overall March/April Mock AA: 39

ELA Mock AA: 36

Math Mock AA: 40

Sci Mock AA: 44

SpEd AA: Math-14

Reading-13

EL AA: Math- 28 Reading- 13

College Matriculation-On Track for 100%

CSI/ SPED Data

16.22%

1.5 Yr. Growth

AR-

Word Master- 95%

Royal Reader-11%

Typing-99%

Hotspot-

Math Master- 99%

Math Genius-69%

Student Learning Strengths

- Strengths in coaching by incorporating Mechanisms for assistant principals to grow data immediately.
- Mechanisms included but were not limited to daily first teach observations and tight loop coaching

- College counseling team set accountability factors with students and team by incorporating individualized support and weekly tacticals. Team worked collaboratively in course sequencing in order to accomplish college matriculation goal.
- CSI/ Sped Team fostered a strong sense of urgency by creating a rigorous schedule meant to maximize time in classrooms as push-in/pull-out support. Teacher also incorporated and explored new curriculum methods in order to increase the rigor and sense of urgency with their caseload

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6-8 Reading STAAR Approaches scores have fallen below 90% **Root Cause:** 1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Problem Statement 2 (Prioritized): 6-7 Math STAAR Master scores have fallen below 30% **Root Cause:** 1. APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. 2. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

School Processes & Programs

School Processes & Programs Summary

IDEA Carver CP employed 47 teachers during the school year. We have 15 Master Teachers, 18 Advanced-High Teachers, 10 High performing teachers and 4 developing teachers on campus. Our Administration team is composed of our Principal, two Assistant Principals of Instruction, a School Success Advisor, a campus based Social Worker, three College Counselors, Carver also boosts a 'Grade Team Leader' per grade level and 'Content Leaders' for each specific content. Campus administration holds weekly professional development lead through campus/district leadership. To better align and support our campuses Social Emotional Support mindset, our Student Success Advisor provides tier 1 support and School Social Worker provides tier 2 and 3 support for our students. Carver has moved to a one-to-one technology model, in which all our scholars are issued a school laptop or Chromebook, free of charge.

Our Middle school English department utilizes 'Wit and Wisdom' as a base curriculum, while our English 1 and 2 teachers use Springboard to better prepare our scholars for the rigor of AP English Language/Literature. Our math department uses a district-based curriculum for our 6th grade math to Algebra 2. Our campus also has a variety of afterschool clubs (chess, anime, film, board game, art, No Place for Hate, National Honor Society and UIL) and sports in both Middle school and High school areas (male/female Basketball, male/female Soccer, male/female Volleyball, football and golf). We also have band integrated in our schedule.

School Processes & Programs Strengths

IDEA Carver retains 84% of students year over year

Data Strengths outlined from Carver's Panorama survey:

- IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'Based on your overall experience this year at IDEA, do you plan on returning the new year?'.
- IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'My child's schools is preparing my child for college'.
- IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'The adults at my child's school care about the students'.
- IDEA Carver students and Parents rate us at a 4.8/5 on the statement 'My child feels safe at school (in classroom/lunchroom/hallways/or at recess and heshe feels they belong)
- IDEA Carver students and Parents rate us at a 4.7/5 on the statement 'I am aware that there is an anonymous tip line or hotline for reporting dangerous or unsafe behavior at this school'.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Carver College Prep has a 96% teacher retention. **Root Cause:** 1. Late hires do not receive the same high-quality onboarding that is typical of new hires 2. New teachers have not received consistent professional development around classroom management techniques.

Problem Statement 2 (Prioritized): Inconsistent Tier 1 Supports by teachers and admin **Root Cause:** 1 New teachers struggle to determine if Tier 1 or Tier 2 supports best serve the scholar/situation 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Perceptions

Perceptions Summary

Staff/Scholar Retention & Engagement

Staff Retention 97.18%

Student Persistence 90.6%

ADA: 97%

Student Teacher Survey- 604 Responses

Student Survey Data about School 3.7/5

Student Survey Data about Teacher 3.4/5

Teacher Parent Survey- 367 Responses

Family Survey Data about School 4.9/5

Teacher Career Pathway Family Survey 4.4/5

Perceptions Strengths

Each year all IDEA Carver College Prep. Parents and students participate in the Panorama Education Survey. Below are strengths in the data:

Student SEL Competencies

Emotional Regulation 3.4/5 -Top 60th-79 percentile

Family Survey

Healthy Kids Here Initiative 4.8/5- +0.6 2021-2022 School Year

Family Survey Data about School 4.9/5- +0.5 2021-2022 School Year

Staff Retention

Staff Retention on Track 97.18%- Goal 85%

Increased staff joy, more celebrations and feedback implementation mechanisms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): NTI Persistence is below 85% **Root Cause:** 1.NTI scholars did not have consistent touch points with admin 2.We did not prioritize Tier 1 supports for NTI

Problem Statement 2 (Prioritized): 30 - 40 % of our parents attended our after school events. **Root Cause:** 1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs

Priority Problem Statements

Problem Statement 1: 6-8 Reading STAAR Approaches scores have fallen below 90%

Root Cause 1: 1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 6-7 Math STAAR Master scores have fallen below 30%

Root Cause 2: 1. APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. 2. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

Problem Statement 2 Areas: Student Learning

Problem Statement 3: NTI Persistence is below 85%

Root Cause 3: 1. NTI scholars did not have consistent touch points with admin 2. We did not prioritize Tier 1 supports for NTI

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Inconsistent Tier 1 Supports by teachers and admin

Root Cause 4: 1. New teachers struggle to determine if Tier 1 or Tier 2 supports best serve the scholar/situation 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our ADA is at 92.77%

Root Cause 5: 1. Unclear ADA matrix 2. Lack of incentives for scholars with good ADA

Problem Statement 5 Areas: Demographics

Problem Statement 6: Overall Student Persistence is at 90.15%

Root Cause 6: 1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills

Problem Statement 6 Areas: Demographics

Problem Statement 7: 30 - 40 % of our parents attended our after school events.

Root Cause 7: 1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Carver College Prep has a 96% teacher retention.

Root Cause 8: 1. Late hires do not receive the same high-quality onboarding that is typical of new hires 2. New teachers have not received consistent professional development around classroom management techniques.

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

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

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
- Community surveys and/or other feedback

Support Systems and Other Data






- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college






Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Leverage our RTTC teachers to use instructional time to prep for ACT Strategy's Expected Result/Impact: Increase in ACT Scores Staff Responsible for Monitoring: CC's and RTTC Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Monitor OTG in each grade level (9-12) Strategy's Expected Result/Impact: More students will earn more credits and be on track to move on to the next grade level Staff Responsible for Monitoring: DCC and CC Team	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 2: IDEA achieves an A Rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC,

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam







Strategy 1 Details	Reviews			
Strategy 1: Focusing on ensuring high quality instruction through weekly instructional rounds providing real time coaching. Weekly Instructional lead team meetings focus on weekly data and action steps. Leverage teacher leaders CTL and GTL to complete instructional rounds to push the rigor in the classroom. Strategy's Expected Result/Impact: Raise the quality of instruction in the classroom . Staff Responsible for Monitoring: Javier Tovar, Luis Vasquez TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track each students performance in domains 1-3 by using Locus dashboard and Campus executive tracker and respond to data in a timely and effective manner. Strategy's Expected Result/Impact: Bring awareness to Campus and teacher leaders by tracking and assessing academic achievement. Staff Responsible for Monitoring: API's ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED scholars scoring in the approaches range measured by Math STAAR and/or Reading STAAR

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam







Strategy 1 Details	Reviews			
Strategy 1: Weekly tracking meeting for SPED population. Strategy's Expected Result/Impact: Teachers are able increase your own effectiveness by seeing trends in student data. Staff Responsible for Monitoring: API , SPED Lead, Gen Ed Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leverage intervention class and teachers to provide HB4545 minutes to scholars during instructional day. Strategy's Expected Result/Impact: Students will be able to receive extra instruction which will help close any achievement gaps for their particular content. Staff Responsible for Monitoring: API, Gen Ed Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student persistence

Performance Objective 1: 90% of scholars persist during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Student Persistence, New Student Persistence, # Positive Calls Weekly, % of NTI parent conferences, # of scholars on mission list






Strategy 1 Details	Reviews			
Strategy 1: Review mission list daily and respond to all request for communication within 24 hours Strategy's Expected Result/Impact: Give parents the opportunity to be heard. Staff Responsible for Monitoring: Principal , Student Success Advisor	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate school events with families in a timely and effective manner. Event includes but are not limited to ADA incentive days, open house, and report card nights. Strategy's Expected Result/Impact: Family Engagement/ Increased Student Persistence Staff Responsible for Monitoring: API's, SSA, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Increase student persistence

Performance Objective 2: 100% of Carver CP students will participate in Move This World program to support classroom behavior and prevent violence by the end of the 2023-2024 school year

High Priority






Evaluation Data Sources: MTW data, observational data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Move This World a minimum of 3 timers per week. Strategy's Expected Result/Impact: Students participating in Move This World show an improvement in classroom behavior, an increased ability to manage stress and depression. Staff Responsible for Monitoring: Student Success Advisor , API's ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Increase student persistence

Performance Objective 3: 100% of students meet their MVPA minutes goal by incorporating methods for students to participate in moderate to vigorous physical activity by the end of the 2023-2024 school year.

Evaluation Data Sources: MVPA Student Tracking Guide. Measuring Time







Strategy 1 Details	Reviews			
Strategy 1: Calendar protected observation and check-in time with our Athletic director and physical education teachers, in order hold all parties accountable for tracking MVPA minutes goal. Strategy's Expected Result/Impact: 100% of student meet the MVPA Goal Staff Responsible for Monitoring: API's, athletic director, P.E Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Carver will have 97% Average Daily Attendance for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)



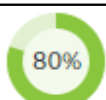




Strategy 1 Details	Reviews			
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:00am daily. Strategy's Expected Result/Impact: ADA will hit 97% or above for each grade level on a daily basis Staff Responsible for Monitoring: APO, Registrar, Admin Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps. Strategy's Expected Result/Impact: Increase average daily attendance. Staff Responsible for Monitoring: APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase staff retention

Performance Objective 1: 85% of staff will return for the 2023-2024 school year for IDEA Carver College Prep.

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff members will receive praise weekly, daily temperature checks, and weekly incentives Strategy's Expected Result/Impact: All staff will feel validated for their work Staff Responsible for Monitoring: Principal, APIs ,DCC, SSA	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of instructional staff will be observed and have weekly check ins with direct manager. Strategy's Expected Result/Impact: 85% or more of instructional staff and leaders will return for 2023-24 school year; School will receive A-Rating Staff Responsible for Monitoring: Principal, API, Managers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Recruit and hire high quality candidates by collaborating with campus and teacher leaders, as well as reviewing and discussing level of experience and coachability. Strategy's Expected Result/Impact: High Quality instruction and high staff retention. Staff Responsible for Monitoring: Lead Team (Delisa Morales, Luis Vasquez, and Javier Tovar ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Luna	Teacher		1
Jeanette Montes	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

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

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

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA Carver

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	24%	
% of CSI Passing STAAR	65%	
% of SPED Passing STAAR	75%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	94%	94%	96%		85%	95%
% Meets	64%	80%	76%		74%	89%
% Masters	41%	54%	49%		31%	23%
% Student Achievement Average	66%	76%	74%		63%	69%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	36%	55%	% Score 1-3		10%	72%
% Score 2	30%	27%	% Score 4-5			
% Score 3+	34%	19%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1 Use of data (assessment and daily exit ticket) to track individual students progress towards goals, And identify student gaps in learning and possible misconceptions early on.	1 Using Springboard curriculum in highschool courses and higher level texts.
2 Vertical alignment across grade levels, and provide multiple "at bats" planned for during lesson plans	2 More frequent STAAR focused goal setting meetings with students to ensure progress to goals
3 Observing and providing real time feedback, to priority teachers to faciliate quick grow with teachers.	3 Implmentation of additional writing practice in courses 6th through 10th, to increase rigor geared

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	96	86	98%	
% Meets	64	61	90%	
% Masters	32	31	78%	
% Student Achievement Average	64	59.33	88.60%	

Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	73%		71%	% Score 1-3	
% Score 2	14%		7%	% Score 4-5	
% Score 3+	13%		22%	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Deep content knowledge and understanding of lesson materials and concepts	1 Differentiated and more consistent content meetings for STAAR/AP teachers to collaborate, share best
2 Strong scope and sequence of topics alignment for staar	2 Additional targeted tutoring schedules to close the gaps created by COVID 19 pandemic
3 Well designed lesson plans with providing scholars with plenty of "at bats."	3 Targeted intervention and early tracking of skills/concept gaps

IDEA Carver

Comprehensive Needs Assessment

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Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	95/84/56	99/77/49	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	95%	99%	
% Meets	76%	84%	
% Masters	49%	38%	
% Student Achievement Average	73%	74%	

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1 & 2)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	34%	70	52		% Score 1-3	
% Score 2	26%	27	24		% Score 4-5	
% Score 3+	40%	3	24		% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Teachers convey a deep knowledge of content in thier subject. This led to strong lesson plants with rigor aligned to STAAR/AP exams.	1 Consisten content meetings lead by content leaders, for more specialized techniques and methods for success.
2 Purposeful backwards planning from the districts scope and sequence and allocated for ample insturctional time to prepare/review for STAAR/AP exams	2 Alloting for mote outside of the classroom support mechanisms: afterschool and saturday tutoring
3 Giving students ownership of their progress towards their goals to push towards success.	3 Tracking and monitoring growth of high needs populations.

Campus Name

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Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	93%	89%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	81%	100%	
% Meets	51%	95%	
% Masters	44%	56%	
% Student Achievement Average	58.66%	83.60%	

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	62	17	76	64	97	% Score 1-3	
% Score 2	12	47	15	28	0	% Score 4-5	
% Score 3+	20	36	9	12	3	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Early added student support mechanisms such as afterschool tutorials and Saturday Schools that were used to provide more instructional time to priority students. □	Additional observation and real time feedback for all teachers from their manager □
Use of daily and weekly assessments to track student progress towards goals, identify student misconceptions and plan effective reteaches □	Heavier student support mechanisms in middle school that are aligned to rigor of the scope and sequence of the course
Consistent and aligned "at bats" within teacher lesson plans that were delivered clearly and concisely □	More consistent SWAM meetings to identify most common student error and misconception to plan stronger reteaches

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

	Listening	Speaking	Reading	Writing		% of ELL Students who grew one or more levels
% Beginning	1.36%	2.73%	1.36%	0%	Listening	26.02%
% Intermediate	0%	5.47%	16.43%	16.43%	Speaking	41.09%
% Advanced	41.09%	35.61%	34.24%	36.98%	Reading	19.17%
% Advanced High	57.53%	56.16%	47.94%	46.57%	Writing	31.50%

Reflection

Areas of Strength	Areas of Need
1 Reading comprehension across contents is a strenght consistently across contents.	1 Writing is still an area of need. Implenting more writing in Science and Math courses
2 Students understand their scores and exit criteria	2 higher percentage of students attending tutorinals on speaking
3 Parents and students advocate for accommodations and let their teachers know when they feel they no longer require accommodations	3 Teachers requiring EL students to give extended verbal responses in class

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%	84.70%	16%	79%	15%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
7%	8%	29%	40%	100%	100%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
19%	18%	33%	N/A	N/A	96%

Reflections

Areas of Strength	Areas of Need
1 First year hit our 50% acceptance in Tier 1 colleges	1 Need more knowledge in Tier 1 and Tier 2 campuss
2 100% college applications were submitted by November 1st	2 Utilize RTTC 1 & 2 to grow tier 1 and tier 2 mindset for application college process
ensure 100% accuarte and complete FASFA by november	3 Operating mechnisim to complete and update rubics for match and fit.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	30

Reflections	
Areas of Strength	Areas of Need
1. Quarterly Principal Temp Checks of all staff members to receive feedback and respond to changes that are needed.	1. Stronger relationship/trust building between managers and direct reports. Need to implement more opportunities for relationships to grow organically and for check-ins to be consistent so that trust is built slowly over time.
2. Retention of SEL and College Counseling team- 100% two years in a row.	2. High teacher turnover in same role (ex. 7th Math, 9th ELA); Adjusted manager distribution across new API's in order to leverage individual coaching strengths in priority subjects.
3. Mechanisms in place for all teachers to utilize when needing support (grade teams, content teams, managers, etc)	3. Tighter coaching of APO to support her retain her team through consistent coaching and follow through.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.56
% Overall Persistence	83.7
% New Student Persistence	68.57
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8.06%
% ELL	10.80%
% Eco Dis	80.72%
% Migrant	0
% Race: American-Indian- Alaska-Native	0.14%
% Asian	0.29%
% White-Hispanic	82.01%
% Multi	0
% Black-African-American	12.37%
% Native-Hawaiian-Pacific- Islander	0.29%
% White	4.89%
% Male	47.77%
% Female	52.23%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Daily reporting of ADA, student work submission, parent communication as an admin team which led to strong	Stronger highlighting of what is offered in high school that sets Carver apart from other schools (AP for All program)
Proactive conversations with students of concern to ensure the family and student understands benefit of	Stronger interventions in place for low students in high school to ensure success to ensure all students are on track
Provided resources to families to feel supported during virtual learning (laptop, wifi's, transportation solutions)	Bringing back extracurricular activities such as sports, dance, and expanding of the music program that had to be paused

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	68%
% of Families Attended MTT	50%
% Families Attended AP Night	20%
% Families Attend Band Concerts	90% (band families)
% of Families attend AP Scholar Ceremony	80% (AP Scholar Families)
% of Families attend NHS Induction	70% (NHS Families)
% Families Who Attended EOY Ceremonies	70%
% Families who attended Day of the Dead	30%
% Families who attended Posada	20%
% Families who attended Loteria	20%
% Families who attended Fiesta	30%

Reflections	
Areas of Strength	Areas of Need
1 Collaborating with Spanish Honor Society to host cultural events throughout the year	1 Ensuring parking/directions are posted on flyer due to the uniqueness of our campus lay out
2 Messaging out events to families and students	2 Increase student celebrations that include families
3 Award Ceremony and MTT night highest turnout, celebrating students will get families to come	3 Additional participation in events from teachers and staff