IDEA Public Schools

San Benito College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 2023

Mission Statement

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

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

Vision

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

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

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

Revised/Approved: August 31, 2023

Demographics

Demographics Summary

Our campus serves students in San Benito, Harlingen and surrounding areas. 100% of our students graduated from high school in 2022 and 84% earned CCMR points. Below is our Demographic breakdown:

% Average Daily Attendance	95.6%
% Overall Persistence	96.26
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6%
% ELL	28.8%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.91%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%

% Average Daily Attendance	95.6%
% Native-Hawaiian-Pacific-Islander	0
% White	3.65%
% Male	47.72%
% Female	52.28%

See PDF addendum for more information

Demographics Strengths

- We have met student persistence goal of 90% or higher for three years in a row
- Our ADA grew from 93% to 95.6% this school year
- We are fulfilling our mission by serving 80% economically disadvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students and parents don't feel safe at our campus   **Root Cause:** Students and parents are unaware of our safety measures, systems and protocols

Problem Statement 2 (Prioritized): Students leave our campus to attend traditional campus   **Root Cause:** Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Problem Statement 3 (Prioritized): Our campus did not meet attendance target   **Root Cause:** Lack of a consistent response to poor attendance

Student Learning

Student Learning Summary

Our campus has not received official state results yet. Last year, we earned a 92 (an A rating from TEA). Student Achievement was 92, School Progress was 94 and Closing the Gaps was 88. We received distinctions in ELA, Math and Post Secondary Readiness. We also met our targets for TELPAS, Special Education and Economically Disadvantaged students. In addition, we earned the status of AR Honor Roll School and iLearning Honor Roll School. Areas for improvement are in math subpopulations for Domain 3 and AP Scholars.

As we prepared for the new STAAR/EOC exams, we identified gaps in writing across all grade levels. In addition, only 84% of our seniors were able to earn CCMR points.

See PDF in Addendum for more information.

Student Learning Strengths

- 100% graduation rates
- 100% matriculation
- On Track to graduate rate for 6-12 is 98%
- Mock data prediction: 89
- Strong data tracking systems for students and teachers
- Two full CTE programs available to scholars (Biomedical and Computer Science)
- Growth of EL students in TELPAS
- AR honor roll school
- iLearning honor roll school
- Overall student academic growth in math 6-8

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle on writing tasks **Root Cause:** Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

Problem Statement 2 (Prioritized): The percent of seniors earning CCMR points has decreased over the past year. **Root Cause:** Our campus relied solely on TSI to earn these points

Problem Statement 3 (Prioritized): Social Studies scores for students in 8th grade have not improved in the last three years. **Root Cause:** Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.

School Processes & Programs

School Processes & Programs Summary

Our campus systems have become stronger and more efficient over the past three years. Our API's manage consistent coaching loads of 10 to 12 teachers. . Our professional development sessions have focused on TEKS instruction and intervention strategies for struggling learners. Culture was also an area of focus for our campus. Systems such as culture rounds, instructional rounds and team meetings have yielded positive results and have improved our systems and procedures. Two areas where we need to continue to grow is in ourCTE program and our EL support system.

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 reatins 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): EL students did not meet the expected district growth target of 42%   **Root Cause:** EL students need more practice with speaking skills

Problem Statement 2 (Prioritized): Our CTE program only produced 3 Industry based certifications   **Root Cause:** Students need hands on training and practice for these examinations

Problem Statement 3 (Prioritized): Our students in Special Education are not making progress on their state and national assessments   **Root Cause:** General education teachers need knowledge pf students' needs and training on accommodations

Perceptions

Perceptions Summary

Our high school graduation rate is 100%, and for the past 10 years, IDEA College Prep San benito has matriculated 100% of our graduates to college. We met our student persistence goal of 90%, but our new student persistence rate is 80%. Families have shared that they leave our campus because students want a more traditional school experience such as sports, clubs and different career pathways.

Student and staff survey trends:

- Top responses: My teacher respects the students in class(4.6) & My teacher makes sure all students in class are successful (4.6)
- Lowest responses: I am excited to go to school (3.5), I have fun at school (3.7), & My classmates behave the way my teacher expects them too -.3 (4.2)

Great Places to Work

- Top response: My work is meaningful
- Lowest response: IDEA is an emotionally safe place to work

Staff Retention:

For the first time in 3 years, our staff turnover rate has dropped. We lost 2 teachers the first week of school, and 2 more the 2nd semester. In addition, teachers absenteism has increased.

Perceptions Strengths

Great places to work strengths:

1. I have at least one close friend at work (90%)
2. My work is meaningful (89%)

Our staff members feel connected to one another, they operate as teams and they find their work meaningful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New student persistence was below 90% target: 80%   **Root Cause:** Our campus did not have solid communication systems to engage with parents

Problem Statement 2 (Prioritized): Our campus did not meet Great Places to Work target of 80 average.   **Root Cause:** Staff stated that they did not feel that our district is an emotionally safe place to work

Problem Statement 3 (Prioritized): New staff members do not stay at our campus   **Root Cause:** New staff do not receive the onboarding and support needed to feel invested at IDEA

Priority Problem Statements

Problem Statement 1: Students and parents don't feel safe at our campus
Root Cause 1: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus did not meet attendance target
Root Cause 2: Lack of a consistent response to poor attendance
Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of seniors earning CCMR points has decreased over the past year.
Root Cause 3: Our campus relied solely on TSI to earn these points
Problem Statement 3 Areas: Student Learning

Problem Statement 4: EL students did not meet the expected district growth target of 42%
Root Cause 4: EL students need more practice with speaking skills
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our CTE program only produced 3 Industry based certifications
Root Cause 5: Students need hands on training and practice for these examinations
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: New student persistence was below 90% target: 80%
Root Cause 6: Our campus did not have solid communication systems to engage with parents
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our campus did not meet Great Places to Work target of 80 average.
Root Cause 7: Staff stated that they did not feel that our district is an emotionally safe place to work
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students leave our campus to attend traditional campus
Root Cause 8: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings
Problem Statement 8 Areas: Demographics

Problem Statement 9: Students struggle on writing tasks

Root Cause 9: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Social Studies scores for students in 8th grade have not improved in the last three years.

Root Cause 10: Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Our students in Special Education are not making progress on their state and national assessments

Root Cause 11: General education teachers need knowledge pf students' needs and training on accommodations

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: New staff members do not stay at our campus

Root Cause 12: New staff do not receive the onboarding and support needed to feel invested at IDEA

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: Retain 85% of our campus staff by the end of the 2023-24 school year

High Priority

Evaluation Data Sources: Evaluation sources: 2x2's, mid-year staff survey and GPTW survey

Strategy 1 Details				Reviews			
Strategy 1: Ensure manager and employee have a positive and supportive relationship				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers feel supported and emotionally safe				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: managers **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2				30%			
Strategy 2 Details				**Reviews**			
Strategy 2: Provide consistent and clear communication regarding campus activities such as testing, events, changes to schedule, parent concerns and celebrations.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers know ahead of time what is going on at campus and feel empowered, hence a positive school climate **Staff Responsible for Monitoring:** Campus Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3				30%			

Strategy 3 Details	Reviews			
Strategy 3: Ensure all new staff receive positive onboarding and a mentor	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain our new staff members	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead team and GLL's **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

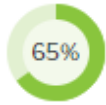| Perceptions |
|---|
| **Problem Statement 2**: Our campus did not meet Great Places to Work target of 80 average.   **Root Cause**: Staff stated that they did not feel that our district is an emotionally safe place to work |
| **Problem Statement 3**: New staff members do not stay at our campus   **Root Cause**: New staff do not receive the onboarding and support needed to feel invested at IDEA |

Goal 1: Increase staff retention

Performance Objective 2: Improve Great Places to Work survey results from a 74 average to an 80 average of all statements.

    High Priority

    Evaluation Data Sources: GPTW survey data, 2x2's, pulse checks, check-ins

Strategy 1 Details	Reviews			
Strategy 1: Teacher retention committee includes teachers' input	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will feel their opinion matters	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, school counselors and committee members **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	N/A			
Strategy 2 Details	**Reviews**			
Strategy 2: Managers celebrate teachers through praise, shout outs and support	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and staff members feel supported and appreciated	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: all managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	60%			

Strategy 3 Details	Reviews			
Strategy 3: Survey teachers and gather input on how to make our campus an emotionally safe place	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear understanding of teachers' perspective	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead team **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	40%			

Strategy 4 Details	Reviews			
Strategy 4: Principal will partner with Human Assets Team to recruit highly effective teachers through recruitment events and ongoing communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will attract, hire, onboard and retain highly effective teachers.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, lead team and Human Assets Partner **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	65%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average.   **Root Cause**: Staff stated that they did not feel that our district is an emotionally safe place to work
Problem Statement 3: New staff members do not stay at our campus   **Root Cause**: New staff do not receive the onboarding and support needed to feel invested at IDEA

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Improve parent communication regarding college acceptance and financial aid.

High Priority

HB3 Goal

Evaluation Data Sources: Acceptance letters, awarded financial aid award letters, College orientation dates, college schedules

Strategy 1 Details			Reviews			
Strategy 1: Strengthen our financial aid support systems			**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will feel confident and comfortable becasue their children will have financial means to attend college.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College counselors and principal			55%			
Title I: 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant						

Strategy 2 Details			Reviews			
Strategy 2: Create a strong communication system for parents of seniors to keep them updated on college application and acceptance process.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be knowledgeable and supportive throughout college application process. **Staff Responsible for Monitoring:** College counselors and principal			55%			
Title I: 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: New student persistence was below 90% target: 80%   **Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Increase ACT and TSI scores for class of 2024 which will lead to more college acceptances and more scholarships.

High Priority

HB3 Goal

Evaluation Data Sources: Mock ACT scores and ACT scores

Strategy 1 Details		Reviews			
Strategy 1: Implement a stronger system to improve ACT scores in RTTC course using Mastery Prep.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher ACT scores will lead to students getting accepted to more T1/T2 colleges as well as more scholarships and aid. **Staff Responsible for Monitoring:** College counselors, ACT teacher and principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2		**Oct**	**Jan**	**Mar**	**June**
		40%			
Strategy 2 Details		Reviews			
Strategy 2: Increase student practice time on ACT questions through rotations with content teachers during CCR (College Career Readiness) period.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will practice and improve content skills needed to improve their ACT		**Oct**	**Jan**	**Mar**	**June**

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scores | | | | N/A
Staff Responsible for Monitoring: Content teachers, RTTC teachers and College Counselors

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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 2
Funding Sources: College Counselor - Federal Grant

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The percent of seniors earning CCMR points has decreased over the past year. **Root Cause**: Our campus relied solely on TSI to earn these points

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase our STAAR Social Studies scores

    High Priority

    HB3 Goal

    Evaluation Data Sources: Interim assessments, Mock exams and STAAR/EOC scores

Strategy 1 Details	Reviews			
Strategy 1: Identify students who failed STAAR reading and place them in appropriate intervention and track their progress.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Struggling students will have a solid instructional support system to close their academic gaps
    Staff Responsible for Monitoring: Teachers and API's
 	
    Title I:
    2.4, 2.5, 2.6
    - TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 3
	10%			

Strategy 2 Details	Reviews			
Strategy 2: Provide training and TEKS aligned instructional resources to teachers	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Teachers will better prepare students for STAAR/EOC exams because students will have multiple opportunities to practice and demonstrate mastery of TEKS
    Staff Responsible for Monitoring: Teachers and API's
 	
    Title I:
    2.4, 2.5, 2.6
    - TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 3
	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks   **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 3: Social Studies scores for students in 8th grade have not improved in the last three years.   **Root Cause**: Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase STAAR performance and growth for all special population students in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessment data, exit tickets, Mock exams and STAAR/EOC scores

Strategy 1 Details		Reviews			
Strategy 1: Track data for sub-populations and special education students to provide targeted interventions in domains 1-3 through the Locus dashboard.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students including sub-populations and special education students will increase scores **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3		25%			

Strategy 2 Details		Reviews			
Strategy 2: Provide strategic tutoring for special education, EB students and HB4545 students to push from meets to masters in Reading and Math		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will improve their Reading and Math skills and will achieve higher assessment scores **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3 **Funding Sources:** Workbooks and study material for home use - Title I, Part A (4120) - PAR - $3,057.07		25%			

Strategy 3 Details		Reviews			
Strategy 3: Train parents on reading and math strategies that will help scholars practice skills at home		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be invested in their children's academic growth and development		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API's and math and reading teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math		N/A			

Strategy 4 Details		Reviews			
Strategy 4: Students requiring accelerated learning support will receive the proper time and aligned resources to master content.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet their hourly requirements by deadline. Student growth and mastery on STAAR/EOC exams. **Staff Responsible for Monitoring:** Teachers and API's and accelerated learning point person		25%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42%   **Root Cause**: EL students need more practice with speaking skills
Problem Statement 3: Our students in Special Education are not making progress on their state and national assessments   **Root Cause**: General education teachers need knowledge pf students' needs and training on accommodations

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% of EL/EB students will make 1 level composite growth in TELPAS

    High Priority

    HB3 Goal

    Evaluation Data Sources: TELPAS Mock scores and TELPAS exam

Strategy 1 Details		Reviews			
Strategy 1: EL/EB students will practice speaking skills during RTTC lessons, making speeches and recording themselves prior to exam		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: EL/EB students will practice speaking and feel confident prior to TELPAS **Staff Responsible for Monitoring:** RTTC teachers, API's, and principal **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1		25%			
Strategy 2 Details		Reviews			
Strategy 2: EL/EB students will practice writing skills across curriculum and receive feedback to improve their writing		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: EL/EB students will write well-developed, strongly organized essays in all content areas **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1		25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
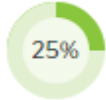
Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks   **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42%   **Root Cause**: EL students need more practice with speaking skills

Goal 3: IDEA achieves an A rating

Performance Objective 4: Increase percentage of students meeting CCMR requirement

    High Priority

Strategy 1 Details		Reviews			
Strategy 1: Increase number of AP courses offered so students pass at least 1 before graduation		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students pass at least 1 AP exam which will qualify as a CCMR point		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: AP Coordinator and College Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2		65%			

Strategy 2 Details		Reviews			
Strategy 2: Provide TSI preparation for students and track their progress		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will pass TSI and earn a CCMR point		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2		25%			

Strategy 3 Details		Reviews			
Strategy 3: Increase the number of students earning Industry Based Certifications (IBC's) through our CTE program		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will earn IBC's which will help our CCMR points		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE teachers and college counselors					

TEA Priorities:
Connect high school to career and college
Problem Statements: Student Learning 2 - School Processes & Programs 2

35%

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: The percent of seniors earning CCMR points has decreased over the past year.   **Root Cause**: Our campus relied solely on TSI to earn these points

School Processes & Programs
Problem Statement 2: Our CTE program only produced 3 Industry based certifications   **Root Cause**: Students need hands on training and practice for these examinations

Goal 4: Increase student daily attendance

Performance Objective 1: Average daily attendance will increase from 93.7% to 97% for the 2022-23 school year

    High Priority

    Evaluation Data Sources: Daily attendance and escalation matrix

Strategy 1 Details	Reviews			
Strategy 1: Daily call center team will contact absent students and document and track absences	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer students will be absent because parents will feel school cares about their child	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO, SIS and teachers **Title I:** 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3	50%			

Strategy 2 Details	Reviews			
Strategy 2: Pro-active attendance incentives will encourage students to attend school daily	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance rates	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO and Grade Level Leaders **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus   **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 3: Our campus did not meet attendance target   **Root Cause**: Lack of a consistent response to poor attendance

Goal 5: Increase student persistence

Performance Objective 1: Students will be engaged and invested in our campus

    High Priority

    Evaluation Data Sources: Student withdrawals and exit ticket surveys

Strategy 1 Details	Reviews			
Strategy 1: Persistence Pow wow and mission list will be used to identify and intervene with persistence concerns.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students of concern will be flagged so that we can contact families	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: School counselor, APO and teachers
 	
    Title I:
    2.6, 4.1, 4.2
    - **ESF Levers:**
    Lever 3: Positive School Culture
    Problem Statements: Demographics 1, 2
	35%			

Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for students to join clubs and activities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel a sense of belonging and will persist at school	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Club sponsors and principal
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Demographics 2
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus   **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 2: Students leave our campus to attend traditional campus   **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Goal 5: Increase student persistence

Performance Objective 2: Increase new student persistence from 80% to 90%

> **High Priority**

> **Evaluation Data Sources:** Student withdrawals and exit ticket surveys

Strategy 1 Details		Reviews			
Strategy 1: Each new IDEA family will receive a phone call from their homeroom teacher welcoming them and sharing communication tools with them		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: New families will feel connected and know who to call for assistance **Staff Responsible for Monitoring:** School counselor and teachers **Title I:** 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture		35%			

Strategy 2 Details		Reviews			
Strategy 2: Families will receive invitations and outreach to attend family engagement events from GLL's		**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will feel welcome and informed **Staff Responsible for Monitoring:** GLL's **Problem Statements:** Demographics 1		**Oct**	**Jan**	**Mar**	**June**
		35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus   **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols

Goal 5: Increase student persistence

Performance Objective 3: Our school is a physically and emotionally safe place for students

    High Priority

    Evaluation Data Sources: Students rate the statement "I feel safe at school" a 4.5 out of 5 on safe school survey

Strategy 1 Details	Reviews			
Strategy 1: Students are engaged in daily Move this World activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students learning coping mechanisms to regulate their emotions	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
Strategy 2: Students engage in monthly safety and security program training as well as required monthly safety drill practice	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students feel safe at school and are prepared for incidents that may occur on campus	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus   **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols

Goal 5: Increase student persistence

Performance Objective 4: Students will participate in our campus coordinated health program

    High Priority

    Evaluation Data Sources: Survey data, fitness gram exams and active minutes logged in PE classes

Strategy 1 Details		Reviews			
Strategy 1: Implement Healthy Kids Here nutrition guidelines		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will develop healthy eating habits		**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: school nurse
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 1
		35%			

Strategy 2 Details		Reviews			
Strategy 2: Students will participate in sports and exercise in our PE and athletic programs to help them develop healthy physical activity habits		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will engage in physical activities and be active and healthy		**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: PE teachers, coaches and principal
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 1, 2
		35%			

0% No Progress	100% Accomplished	➡ Continue/Modify		✖ Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus   **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 2: Students leave our campus to attend traditional campus   **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Title I Personnel

Name	Position	Program	FTE
	RTTC I TEACHER 9TH GRADE		1
	SCHOOL COUNSELOR		1
	SR. COLLEGE COUNSELOR		1
	SR. DIRECTOR OF COLLEGE COUNSELING		1
Alyssondra Mesa	RTTC 1 Teacher	Title 1	1
Claudia Villalobos	College Counselor	Title I	1
Erika Rodriguez	Director of College Counseling	Title 1	1
Veronica Flores	College Counselor	Title !	1

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Workbooks and study material for home use	PAR	$3,057.07
				Sub-Total	$3,057.07
				Budgeted Fund Source Amount	$3,057.07
				+/- Difference	$0.00
				Grand Total Budgeted	$3,057.07
				Grand Total Spent	$3,057.07
				+/- Difference	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

PTG		100%	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.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage 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	Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP scores	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist 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	
	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		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage 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		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 number of withdrawals or offenses. All other data points should reflect 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		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		Action Required	

Last Updated 8/26/2022

IDEA College Prep San Benito
2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Identify students who failed STAAR/EOC and place them in appropriate intervention	S	ELL/S	API's	August 8-May 26	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth
1A	Develop college identity in middle school through pro-active touchpoints with CC's	O	All	Casey Theivagt	August 8-May 26	CC ssope and sequence for MS	Attendance and surveys for sessions	HS transition attendance and persistence numbers
2B,C	Family engagement activities calendared, planned and communicated throughout school year	O	All	Janette Loftis	August 8-May 26	calendar, planning time, budget for decorations, awards and recpgnitions	Attendance and surveys for sessions	Persistence and attendance numbers
2B,C	SEL/CCR implementation during academic block, differentiated to meet students' needs	DR	All	Janette Loftis and Erika Rodriguez	August 8-May 26	CCR/SEL Scope and sequence and Move your World curriculum and training	Walk-through/coaching/observations	Attendance, persistence and discipline reports
2B	Clean up Powerschool data and implement REMIND as school's communication system	O	All	Jose Lopez	July 6-May 25	Registrar cleans up PowerSchool and BOY training on communication protocol	All grade teams using REMIND	Parent survey
2C	Meet the teacher and back to school kick-off to support persistence and enrollment	O	All	Carrie Sauceda	August 7,2020	GRPI created by lead team, clear roles, excellent communication and teacher engagement	GRPI with clear expectations	90% or higher attendance for Meet the teacher
1E	Early intervention with OTG concerns and academic accountability	O	All	Erika Rodriguez, GLL's and API's	August 8-May 26	OTG tracker, OTG task force	Grade reports and tactcal data deck	OTG quarterly reports and # of students being retained
2C	GRPI for student persistence	O	All	Janette Loftis	July 20, 2020-August 10, 2021	Clear, schoolwide strategies, purchase student incentives, celebrations and fun activities for students	GRPI and timeline	Persistence numbers, student and parent surveys
2B,C	Roll out and investment in Culture priorities	DR	All	Moriah Jones, Janette Loftis and Carla Pereira	August 3-May 25	BOY Culture Walk-through form and culture tenet training	BOY Culture Walk-thro	Teachboost ratings, culture ratings and discipline reports
1I	Content support for ACT prep	A	All	Erika Rodriguez	September 3-May 25	Training, ACT resources, data tracking	ACT prep GRPI	ACT scores increase
1B	Identify T1/T2 students early and differentiate for these students	O	All	Casey Theivagt	September 3-May 25	Training, messaging and investment strategies	Use scores to identify stu	Retention of top students and increase in T1/T2 acceptances and matriculation
1E	Updated intervention plan to include students who did not pass STAAR in 2021	S	ELL/S	Carla Pereira	August 9-May 27	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth

IDEA College Prep San Benito
2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1D	AP Scholars GRPI and tracking	AP	All	Moriah Jones	July 11-May 27	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
2A/1E	Training for TEKS aligned instruction	S	All	Carrie Sauceda	August 3-7 and ongoing	AST developed training or outside training	Walk-through/coaching/observations	Teachboost Ratings
1D	Training for AP teachers	AP	All	Moriah Jones	Summer 2022	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
1C	Ensure all seniors have a track to earn CCMR points	O	All	College Counselors	August 8-May 26	TSI resources and industry certification options for seniors	Tracker , TSI resources, teacher accountability and boot camps	CCMR audit: 100% of seniors earn CCMR point
1E	Utilize GLL's and content leaders to assist with culture and instructiional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve
1E	EL/EB students will practice speaking skills during RTTC lessons	O	ELL	API's	August 8-May 26	Recorders, teacher training and lesson plans incorporating speaking and listening practice	Observations	Mock data and TELPAS scores improve to 42% growth

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

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%

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 College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	53%
% of CSI Passing STAAR	29%
% of SPED Passing STAAR	46/17/4 = 26

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76	87	88	n/a	72	82
% Meets	50	62	71	n/a	54	67
% Masters	25	45	50	n/a	13	11
% Student Achievement Average	50	65	70	n/a	46	53

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	58%	69%	% Score 1-3	n/a	26%	73%
% Score 2	22%	23%	% Score 4-5	n/a		
% Score 3+	21%	9%	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. Implementation of the 5 steps to Reading success across the entire content	1. Need a common writing strategy for ELA
2. Data tracking by student performance	2. Practice with computer based texts and assessments
3. Strategic tutoring and intervention groups	3. Training on TEKS and new testing format

IDEA College Prep San Benito

Comprehensive Needs Assessment - College Prep				
COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	71	70	94	
% Meets	44	39	65	
% Masters	16	23	47	
% Student Achievement Average	44	44	69	
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	38%	n/a	100%	**% Score 1-3**	n/a
% Score 2	23%	n/a	0	**% Score 4-5**	n/a
% Score 3+	39%	n/a	0	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1.All math team was invested in helping improve STAAR scores (tutoring, intervention, groups)	1. Revamp 6th and 7th grade curriculum to include direct instruction and additional practice
2.API provided direct content support for teachers (revamped Algebra instruction)	2. Align iLearning topics to 6th and 7th grade courses
3. Domain 3 groupings provided targeted interventions to push students from meets to masters	3. Proper tools and practice with math tools

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	86/59/35	93/81/64	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	n/a	93	
% Meets	n/a	72	
% Masters	n/a	33	
% Student Achievement Average	n/a	66	

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	68%	n/a	n/a	68%	**% Score 1-3**	n/a
% Score 2	18%	n/a	n/a	18%	**% Score 4-5**	n/a
% Score 3+	14%	n/a	n/a	14%	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Team is experienced with strong content knowledge and pedagogy	1. Teachers need to conduct labs and teach lab reports
2. Strong record of results for AP Bio and Bio	2. More hands on activities
3. Addition of AP Environmental Science	3. Chemistry continues to be a concern due to low results

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments				
	6th Grade EOY Assessment	**7th Grade EOY Assessment**		
% Passing	92/64/54	97/74/49		

Data Source: STAAR			
	STAAR 8th US History	**EOC US History**	
% Approaches	69	94	
% Meets	28	74	
% Masters	15	52	
% Student Achievement Average	37	73	

Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	74%	54%	82%	83%	91%	**% Score 1-3**	n/a
% Score 2	15%	34%	16%	6%	4%	**% Score 4-5**	n/a
% Score 3+	11%	12%	2%	12%	4%	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1. Humanities team (content leader and 11th US history) assisted with 8th grade social studies tutoring	1. Aligned curriculum for 8th grade
2. Use of online platform for exit tickets and bi-weekly quizzes	2. Tracking individual students' progress
3. Boot camps assisted with targeted practice on most tested TEKS	3. Common writing process for Huminities

IDEA College Prep San Benito

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	1%	22%	3%	1%	40%
% Intermediate	18%	38%	23%	10%	
% Advanced	40%	29%	25%	52%	
% Advanced High	43%	3%	41%	37%	

Reflection	
Areas of Strength	**Areas of Need**
1. TELPAS Tuesday training for staff members	1. Students need practice speaking and respnding to questions outloud
2. TELPAS tutoring groups durin CCR	2. Earlier identification of EL students and their accommodations
3. Teacher understanding of TELPAS processes	3. Better tools (recorders, computers, microphones, anchor charts)

IDEA College Prep San Benito

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	**83%**	**17%**	**58%**	**28%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
8%	20%	7%	65%	86%	81%
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%	18%	16%	n/a	n/a	1%

Reflections	
Areas of Strength	**Areas of Need**
1 Early identification of T1/T2 students	1 Earlier, better established college going identity
2 Strategic college list with stronger consideration of financial aid	2 Strategic groupings to ensure CCMR points are earned
3 Open, frequent parent communication	3 Stronger content support to boost ACT scores

IDEA College Prep San Benito

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	98%
% Teacher Retention	95%
% Campus Support Retention	94%
% SPED Certified Teachers	100%
% State/National Certified Teachers	53%
% State Certified Leaders	50%
% State/Board certified Counselors	1%
Number of teacher applicants per 2020-21 school year	pending info. from HR

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher retention committee, and pro-active recognition and celebration of staff throughout school year	1. Ensure teachers need supplies needed to do their job
2. Consistent coaching	2 Continue to work on areas identified in GPTW data: Respect and Credibility
3. Most teachers have a friend and feel connected to campus	3 Consistent and clear communication regarding campus (testing, events, changes to schedule)

IDEA San Benito

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.20%
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific-Islander	0
% White	4.06%
% Male	49.02%
% Female	50.98%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Attendance was not met, but was one of the highest in RGV	1. Poor onboarding led to new students and families leavings
2. Eco Dis numbers increased due to strategic outreach to families	2. Lack of family engagement activities
3. Better tracking of new students	3. Discipline incidents impacted culture and persistence

IDEA College Prep San Benito

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	88%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	85%
% 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. EOY evening awards and sports awards were very well attended	1. Need monthly family engagement events during the evening tailored to grade levels
2. 8th grade HS preview night was well attended (92%)	2. Improve parent communication through REMIND, Facebook and parent newsletter
3. Weekly positive parent calls improved communication between teachers and parents	3. Calendar events and invite staff members for planning purposes; set attendance expectations