





# Vcdng"qh"Eqpvgpvu

Eq o rtg jg pukxg" Pggfu" Cuuguu o gpv	6
Fgoqitcrjkeu	6
Uwvfgpv"Ngctkpi	6
Uejqqn"Rtqeguugu" ( "Rtqitcou	7
Rgtegrvkqpu	9
Rtkqtkv{ "Rtqdnq o "Uvcvg o gpvu	:
Eq o rtg jg pukxg" Pggfu" Cuuguu o gpv" Fcvc" Fqew o gpvckqp	;
Iqcnu	33
Iqcn"3<"Kpetgcug"uvchh"tgvgpvkqp	34
Iqcn"4<"Cnn"KFGC"uwvfgpvu" o cvtkewncvg"vq"eqmngig	35
Iqcn"5<"KFGC"cejkgxgu"cp"C"tcvkpi	36
Iqcn"6<"Kpetgcug"uwvfgpv" fckn{ "cvvgpfcpeg	38
Iqcn"7<"Kpetgcug"uwvfgpv" rgtukuvgpeg	39
Vkvnq"K"Rgtuqppgn	3;
Ec o r wu" Hwpfkpi "Uw o oct{	42
Cffgpfwou	

# Comprehensive Needs Assessment

## Demographics Summary

Ugg"Cffgpfwo "hqt" o qtg"kpht o cvkqp

## Demographics Strengths

Ugg"RFH"kp"Cffgpfwo "hqt" o qtg"kpht o cvkqp

### **Student Learning Summary**

Ugg"RFH"kp"Cffgpfw o "hqt" o qtg"kphqt o cvkqp0"

### **Student Learning Strengths**

Ugg"RFH"kp"Cffgpfw o "hqt" o qtg"kphqt o cvkqp0"

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):**

## **School Processes & Programs Summary**

Ugg"RFH"C ffgp fw o "hqt" o qtg"kphqt o cvkqp"

## **School Processes & Programs Strengths**

Ewttkewnw o " ( "kputwevkqp<"

"

KFGCøukpfkxkfwcnk|gf"eqcejkpi"cpf"fgxgnqr o gpv"qh"kvu"g o rnq { ggu"ku"ceqpvtkdwwkpi"hcveqt"kp"i gvwkpi"pgy"g o rnq { ggu"vq"rtqhkckgpe { "swkemm { "cpf"rtqxfkpi"cp"kpvgtpcn"rqqn"hqt  
rtq o qvkqpu0

Qpiqkpi"hgghdcem."ghhgevkg"ceeqwpvcdknkv { " o ge jcpku o u."cpf"eqpukuvgpv"hqmqy"vj tqw i j"cnuq"rtqxfkg"cuwr rqtvkxg"gpvktqpo gpv"y jgtg"g o rnq { ggu"jcxg"engct"gzrgevcvkqpu"hqt  
rgthqt o cpeg0

KFGC"ku"ewttgpm { "wpfgtvcmkpi"cp"kpkvkcvkxg"vq"tgfghkpg"kvu"g o rnq { gg"xcnwg"rtqrqkvkqp"\*GXR+"vq"dgwgt"kf gpvkh { ."rtq o qvg."cpf"ko r ng o gpv"tgetwkv o gpv"cpf"tgvgpvkqp"uvtcvgi kgu"vjcv"ecp  
rtqxfkg"vjg"vcngpv"pggfgf"vq"dg"uweeguuhwn

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Hqt"vjg"uejqn" { gct"43/44."pgy"uwwfgpv"rgtukvpege"gpfgf"cv"87 ' 0 **Root Cause:** K"hckngf"vq"rtqxfkg"eqpukuvgpv"qrgtcvkpi" o ge jcpku o "vq"gpuwtg  
ec o rwu"eq o o wpkecvkqp"ycu"uvtgc onkpgf0Rtq / Rtqdnq o "Uvcvg o gpv"3"\*Rtkq kvk|gf+<

## Perceptions Summary

Ugg"RFH"C ffgpfw o "hqt" o qtg"lphqt o cvkqp0"



# Priority Problem Statements

**Problem Statement 1** < Hckngf"vq"eqpukuygpvn{"vtcem"urgexhke"fq o ckp"5"fcvc"kp"eqtg"eqpvgpv"uwdlgevu

**Root Cause 1** < K"fkf"pqv"jqnf"ngc fgtu"cpf"vgcejgtu"ceeqwpvcdng"vq"ko r ng o gpv"vqqnu"cpf"tguqwtegu"pggfgf"vq"cr rrtqr tkcvg{"cpf"eqpukuygpvn{"vtcem"fq o ckp"5"fcvc}

**Problem Statement 1 Areas** < Uvwfpgv"Ngctpkpi

**Problem Statement 2** < Eqpukuygpv"UGN"ko r ng o gpvcvkqp"vj tqw i j"tguvqtckxg"rtcevkegu"vq"ko r tqxg"ec o rwu"ewnwvtg

**Root Cause 2** <

# Comprehensive Needs Assessment Data Documentation

Vjg"hqmqy kpi "fcvc"ygtg"wugf"vq"xgthk{"vjg"eqo rtg.jgpukxg"pggfu"cuuguu o gpv"cpca{ukuk

## Improvement Planning Data

- JD5"EEOT"iqenu
- Rncppkpi"cpf"fgekukqp"o cmkpi"eqo okwgg\*u+"o ggkpi"fcvc
- Uvcvg"cpf"hgfgtcn"rncppkpi"tgswtg o gpvu

## Accountability Data

- Uvwfgpv"Cejkgxg o gpv"Fq o ckp
- Uvwfgpv"Rtqi tguu"Fq o ckp
- Enqkpi"vjg" I cru"Fq o ckp
- Ceeqwpvcdkkv{"Fkuvkpevkqp"Fguk i pcvkqpu

## Student Data: Assessments

- UVCCCT"tgngcugf"vguv"swguvkqpu
- Vgzcu"Gp i nku j "Ncp i wc i g"Rtqhkekgpe{"Cuuguu o gpv"U{uvg o "\*VGNRCU+"cpf"VGNRCU"Cnvgtpcvg"tguwnvu
- Uvwfgpv"hcknwtg"cpflqt"tgvgpvkqp"tcvgu
- Nqecn"dgpe j o ctm"qt"eqo o qp"cuuguu o gpvu"fcvc
- Qvjgt"RtgM"/"4pf"i tcf g"cuuguu o gpv"fcvc
- I tcf gu"vjcv"o gcuwtg"uvwfgpv"rgthqt o cpeg"dcugf"qp"vjg"VGMU





## Parent/Community Data



**Goal 1:** Increase staff retention

**Performance Objective 2:** 100% of resources and trainings targeted towards differentiated development for teacher improvement on TCP pathway.

**Evaluation Data Sources:** Wvknk|g"Vgcejdqquv"vq"rtqxfhg"hgdfdcem  
Vgcejgt"uwtxg{u"hqnnqy kpi"vtckpki"cpf"RF





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kfgpvkhkgf"tguqwtegu"cpf"fkhhgtgpkcvgf"rncppki"dwkn"hqf" {gctnqpi"ecngpfct"vq"vct igv"fgxgnqr o gpv</p> <p><b>Strategy's Expected Result/Impact:</b> Kfgpvkh{ "tguqwtegu"cpf"vtckpki u"cnki pgf"vq"vgcejgt" i tqyv j"cpf"fgxgnqr o gpv"qp VER"rcvj yc{</p> <p><b>Staff Responsible for Monitoring:</b> Cnn"kpuvtwevkqpcn"cf o kpkuvtevtu</p> <p><b>Title I:</b> 406."407."408 "/"TEA Priorities: Tgetwkv."uwr rqtv."tgvcvkv"vgcejgtu"cpf"rtkpekrcnu</p>	Formative			Summative
	Oct	Jan	Mar	June
	"	"	"	"
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Pq"Rtqitguu         </div> <div style="text-align: center;">  Ceeq o rnkujgf         </div> <div style="text-align: center;">  Eqpvkpwgl Oqfkh{         </div> <div style="text-align: center;">  Fkueqpvkpwg         </div> </div>				

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 100% of seniors are TSI exempt in Math and Reading by December 2022

**High Priority**

**Evaluation Data Sources:** VUK"Ugpkqt" o cvj"cpf"tgc fkp i"vtcemgt"  
VUK"cuuguu o gpv

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K o r n g o g p v"vct i g v g f"VUK"kp v g t x g p v k q p" i t q w r u" h q t" o c v j" c p f" t g c f k p i" f w t k p i" T V V E" c p f" c h v g t" u e j q q n" v w v q t k p i</p> <p><b>Strategy's Expected Result/Impact:</b> U g p k q t u" r c t v k e k r c v g" k p" v c t i g v g f" V U K" k p v g t x g p v k q p" i t q w r u" v q" d g e q o g" g z g o r v" d {</p> <p>F g e g o d g t</p> <p><b>Staff Responsible for Monitoring:</b> F E E." E E u." T V V E" v g c e j g t u." O c v j" c p f" T g c f k p i" k p v g t x g p v k q p" v g c e j g t u 0</p> <p><b>Title I:</b> 407."408 "/"TEA Priorities: E q p p g e v" j k i j" u e j q q n" v q" e c t g g t" c p f" e q m g i g</p>	Formative			Summative
	Oct	Jan	Mar	June
	"	"	"	"
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  P q" R t q i t g u u         </div> <div style="text-align: center;">  C e e q o r n k u j g f         </div> <div style="text-align: center;">  E q p v k p w g! O q f k h {         </div> <div style="text-align: center;">  F k u e q p v k p w g         </div> </div>				

**Goal 3:** IDEA achieves an A rating

**Performance Objective 1:** 100% of instructional and lead team members will implement daily exit ticket sorts to identify quality student work.

**Evaluation Data Sources:** Uvwfgpv"yqtm"cpf"gzkv"vkemgv"vtcemgt

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Eqpfwev"fckn{"gzkv"vkemgv"uqtvu"vq"kfgpvkh{"o kueqpegrvkqpu."nqy guv"ueqtgf"VGM."cpf"vct igvgf"tgygcej"rncp"hqt"vjg hqnnqy kpi"fc{0</p> <p><b>Strategy's Expected Result/Impact:</b> Ko rtqyg"uvwfgpv"fcvc"qp"c"fckn{"cpf"yggmn{"dcuku0</p> <p><b>Staff Responsible for Monitoring:</b> Kpuvtwevkqpcn"uvchh"cpf"ngcf"vgc o "o g o dgtu</p> <p><b>Title I:</b> 406."407."408 "/"TEA Priorities: Dwknf"c"hwqpfcvkqp"qh"tgcfkpi"cpf"ocvj</p>	<b>Formative</b>		<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	

**Goal 3:** IDEA achieves an A rating

**Performance Objective 2:** 100% of Sped students receive tar b      ting





**Goal 5:** Increase student persistence

REVIEWS

Performance Objective 1

100% of instructional staff will implement Anti-Bullying presentation by the end of quarter 2.

REVIEWS

**Performance Objective 1:** 100% of instructional staff will implement Anti-Bullying presentation by the end of quarter 2.

**High Priority**

**Evaluation Data Sources:** Y qtmujqr"ko r ng o gpvevkqp"vtcemgt

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 322 ' "qh"kpvtwevkqpcn"uvchh"y.knn"eqpfwev"Cpvk/Dwnn{kpi"eqrkpi" o ge jcpku o u"vj tqwi j "Oqxcg"vjku"y qtnf"ewttkewnw o cpf"twngt" o gvjqfu"fwtkpi" J q o gtqq o 0</p> <p><b>Strategy's Expected Result/Impact:</b></p>	

**Goal 5:**

# Title I Personnel

\_\_\_\_\_

Ecog

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	3	Dtcpfk"Ujcngt."Uejqqn"Eqwpugnqt		&88.262022
<b>Sub-Total</b>					&88.262022

# Addendums

# Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	100%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	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		Verified	
	Locus Dashboards: CIS STARR, AP	Comprehensive Needs Assessment 2022 English Language Arts		Complete		Verified	
		Comprehensive Needs Assessment 2022 Math	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.	Complete		Verified	
	Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 Science	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		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022.	Complete	N/A	Verified	
	Campus IB Reports Campus Matriculation Reports		List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.				
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.  Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> .  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified		
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		Verified		

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1D All conten t areas	Implement the use of Special Pops lists in all classrooms. Use a 3:1 ratio of Special Pops to non-Special Pops students	S	All	All Teachers	8/8-5/26	Mock results for 2021-2022 school year; BWA/Unit Test/Mock results 22-23	"Walk-throughs with posted lists displayed on all walls of the classroom "	2022-23 Staar Benchmark tests
1A Read	Quarterly Book Study for Instructional Staff focused 75% on mindset and 25% on Joy.	S	All	Teachers Administration	8/8-5/26	"Books of Study: Your First Year: How to Survive and Thrive as a New Teacher by Whitaker- 16 Troublemakers by Carla Shalaby- 15 the 17 indisputable laws of teamwork by John Maxwell- 15 Home of the Brave by Katherine Applegate- 15"		



**Campus Name**

**2021-22 Student Achievement Improvement Plan - College Prep**

**COLLEGE PREP**

1D Math & Rdng	"Supplement the District Math/ELA Program with additional math/reading experiences to increase math computation skills, problem solving strategies, comprehension, and writing skills appropriate to grade level through: Lifework (6th-9th) After school tutoring (6th-9th) IXL Math/Reading (6th-9th) STAAR (6th-9th) STAAR Master (6th-9th) STAAR Ready (6th-9th)" Mentoring Minds (6-8)	S	All	Math Team/ELA Team	8/8-5/26	"Administration Math Department District Scope & Sequence Students' work BWA/Unit Tests/Mock Assessments"	"Benchmarks Weekly Tests Progress Reports Lesson Plans"	2022-23 Staar Benchmark tests
2B	Quarterly ADA Incentives	O	All	Lead Team & Advisory Teachers	8/8-5/26	"Administration Teachers"	Attendance Log	Weekly Attendance Report
2B	Make home visits for those students who have three or more absences and implemenet ADA Matrix.	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Administration Teachers Community Aide"	Attendance Log	Weekly Attendance Report
2B	"Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year."	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Attendance Clerk   APO   Vice President of Schools"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2B	Make daily phone calls for those students who are absent.	O	All	Administration, Attendance Clerk, Teachers, School Counselor	8/8-5/26	"Front Office   Academic Counselor   Advisory Teacher"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2D	School counselor will organize and faciliate monthly parent workshops/townhalls to build social emotional skills within our scholars and families.	0	All	Ms. Brandi	8/8-5/26	Administration	Sign-in Logs	Parent/Student surveys

Campus Name

**2021-22 Student Achievement Improvement Plan - College Prep**

**COLLEGE PREP**

---

Activities that will help student achievement:

1. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students.
2. Conduct STAAR Parent Study Guide Workshops using TEA Guides to encourage student achievement.
3. Host Parent-Teacher-Student Compact Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, OTG meetings, Persistence meetings, and Coffee w/Administration.
4. Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success."

2D

0 All

"Administration  
Parental Inv.  
Coordinator Parent  
Liaison Teachers  
Parental Staff" 8/8-5/26

"TASB/TEA Family  
Frameworks Curriculum  
STAAR Study Guides  
Administration Teachers  
Parent Liaison"

"Parent surveys Six-  
AAI sln T the sSe (t)35 (i)4ay

			<b>End of Year</b>			
<b>Supplemental Program (Y/N)</b>	<b>New Program (Y/N)</b>	<b>Budget Allocation</b>	<b>Outcome</b>	<b>Increase/Decreased by X%</b>	<b>Outcome</b>	<b>Increase/Decreased by X%</b>

# Title I Qualifying Programs

Title I Qualifying Programs			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

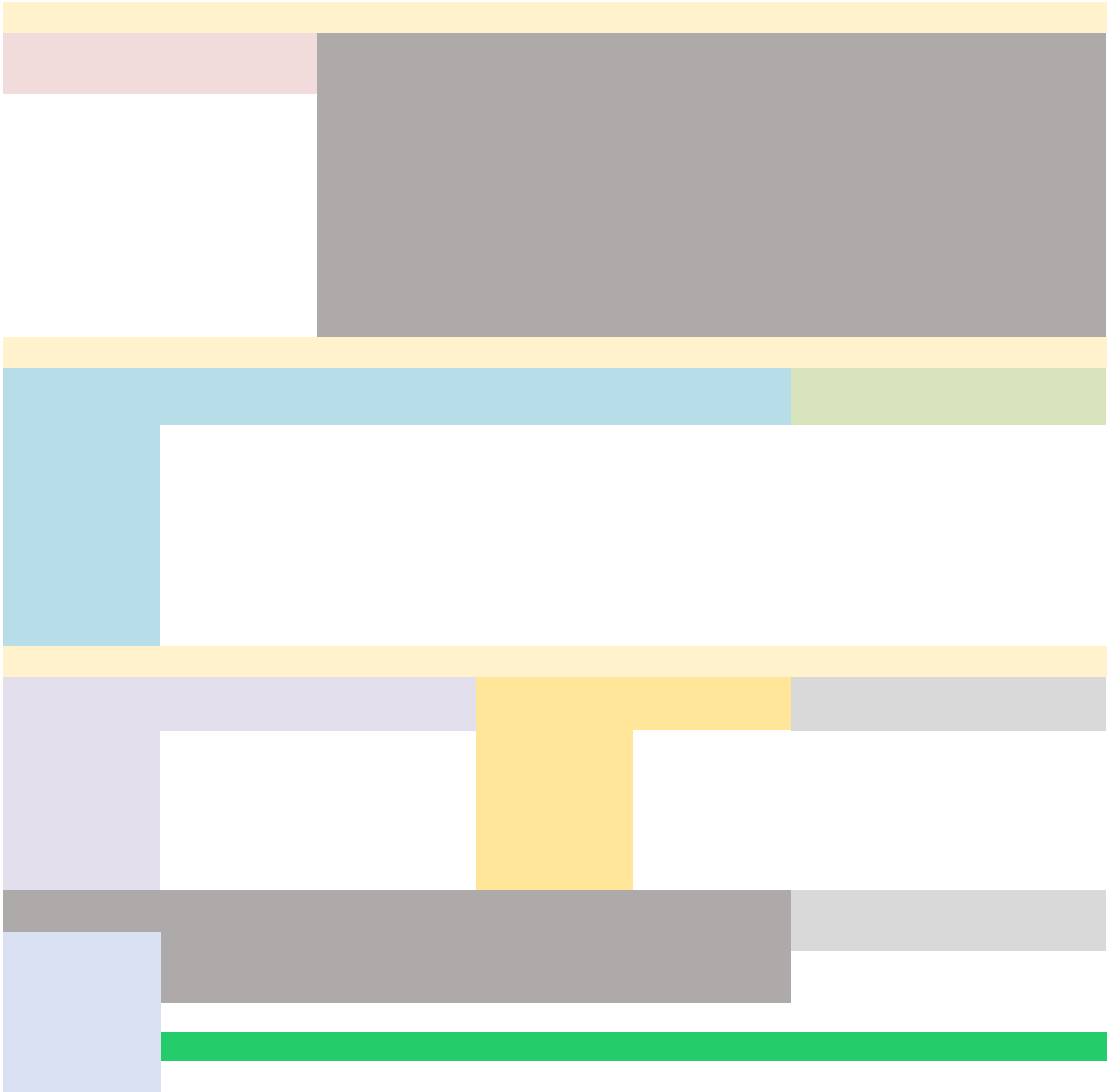
- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: 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



## Campus Name

### Comprehensive Needs Assessment - College Prep

#### COLLEGE PREP

#### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	77	61	87	
% Meets	37	33	53	
% Masters	16	14	29	
% Student Achievement Average	41	32	56	

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

### Reflections

#### Areas of Strength

#### Areas of Need

1. Ongoing and consistent coaching from APIs to classroom teachers.  
grade level, which made them familiar with the content.
3. Domain 3 focus within tutoring and additional supports.

1. Daily implementation of new STAAR design formats within exit tickets.
2. TEKS, Lead4Ward, and exit ticket alignment.
3. Consistent ongoing support from content lead teachers to coach and support math teachers.



## Campus Name

6th Grade EOY Assessment		7th Grade EOY Assessment					
% Passing		65	96				
Data Source: STAAR							
STAAR 8th Science		STAAR Biology					
% Approaches		94	100				
% Meets		71	52				
% Masters		29	24				
% Student Achievement Average		65	59				
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		50%	N/A	N/A	N/A	% Score 1-3	
% Score 2		35%				% Score 4-5	
% Score 3+		15%				% Score 6-7	

Areas of Strength	Areas of Need
-------------------	---------------

1 Effective use of technology to delivery Bio labs  
2

3

1 Internalization of AP writing tasks aligned to AP rubric  
2

3

# Campus Name

## Comprehensive Needs Assessment

### Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
<b>% Passing</b>	<b>98</b>	<b>100</b>					
	STAAR 8th US History	EOC US History					
<b>% Approaches</b>	57	91					
<b>% Meets</b>	26	73					
<b>% Masters</b>	11	42					
<b>% Student Achievement Average</b>	31	69					

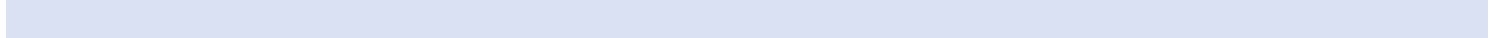
### Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
<b>AP Scores</b>							
<b>% Score 1</b>	77%	66%	90%	N/A	N/A	<b>% Score 1-3</b>	
<b>% Score 2</b>	12%	24%	7%			<b>% Score 4-5</b>	
<b>% Score 3+</b>	11%	10%	2%			<b>% Score 6-7</b>	

### Reflections

Areas of Strength	Areas of Need
<ol style="list-style-type: none"> <li>Level of rigor within content.</li> <li>Teacher provided ongoing support for student mastery.</li> <li>Backwards planning for effective lesson planning.</li> </ol>	<ol style="list-style-type: none"> <li>Daily implementation of new STAAR design question types within exit tickets.</li> <li>Cross-curricular use of reading strategies.</li> <li>Content, lesson planning, and background building for teachers with 0-1 years experience.</li> </ol>

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
<b>% Beginning</b>	2%	10%	10%	10%	
<b>% Intermediate</b>	16%	39%	31%	28%	
<b>% Advanced</b>	36%	47%	38%	35%	
<b>% Advanced High</b>	33%	34%	33%	32%	32%



1 EL students understanding and navigating online system

1 Consistent practice navigating online system for EL students

2 Teacher and leader investment in EL program and implementing in classrooms

2 Consistent practice with speaking and writing online system

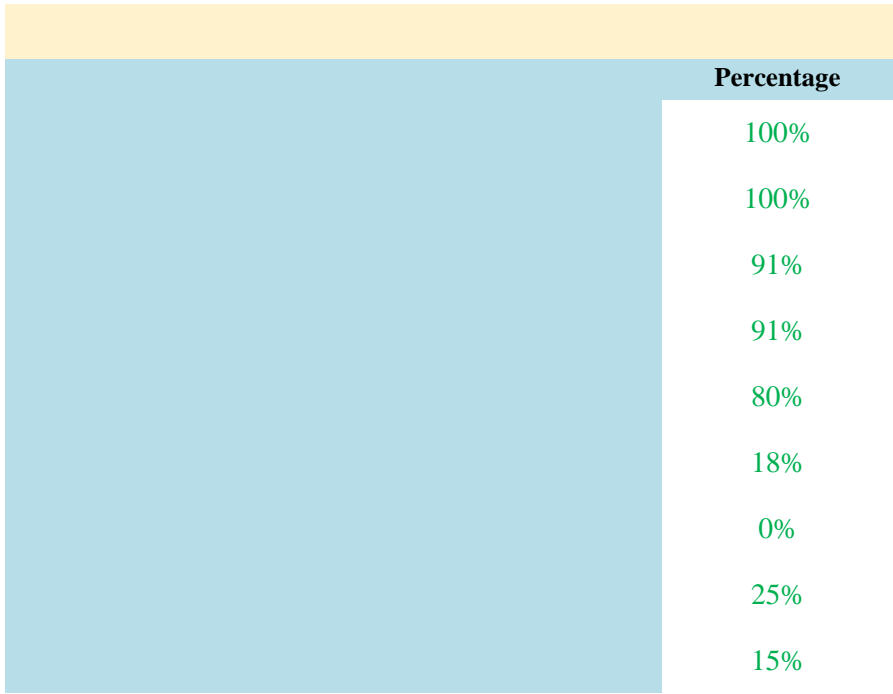
# Campus Name

## Comprehensive Needs Assessment

100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
N/A	NA	NA	NA	NA	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
N/A	NA	NA	NA	NA	NA

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
N/A	18%	NA	NA	NA	NA

Reflections	
Areas of Strength	Areas of Need
<p>1 Teacher collaboration for implementing Math and English problems during Do Now</p>	<p>1 Consistent support from ELA teachers to implement practice problems through Mastery Prep</p>
3	3



**Areas of Strength**

1 Onboarding new teachers to ensure smooth transition into role

## Campus Name

### Comprehensive Needs Assessment

#### College Prep

#### Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	96.5
% Overall Persistence	85.55
% New Student Persistence	78.36
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11.03
% ELL	22.82
% Eco Dis	75.34
% Migrant	0
% Race: American-Indian- Alaska-Native	0.31
% Asian	1.84
% White-Hispanic	68.3
% Multi	1.23
% Black-African-American	14.7
% Native-Hawaiian-Pacific- Islander	0.61
% White	13.02
% Male	54.36
% Female	45.64

#### Data Source: School Culture and Climate

#### Reflections

##### Areas of Strength

##### Areas of Need

1 New Staff hired show a strong positivity-focused mindse

2 Inclusivity apparent through SEL implementation

3

1 Consistent SEL implementation through restorative practic

2 Family support to streamline restorative and SEL implemen

3

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	83%
% 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 Onboarding 100% of families prior to the FDOS	1 Consistent family communication with teacher investme
2 Creating joy through family engagement activities	2 Creating incentives targeted towards student persistence
3	3