

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 39 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 19 High schools
 - 0 K-12 schools

98 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	63	58	121
7	57	62	119
8	61	55	116
9	56	50	106
10	56	47	103
11	38	45	83
12 or higher	41	47	88
Total Students	372	364	736

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 77 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 14 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2017	746
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 22 %
162 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish

7. Students eligible for free/reduced-priced meals: 94 %
Total number students who qualify: 690

8. Students receiving special education services: 5 %
36 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>24</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	99%	98%
High school graduation rate	100%	99%	100%	99%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	82
Enrolled in a 4-year college or university	95%
Enrolled in a community college	4%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Individuals Dedicated to Excellence and Achievement (IDEA) Public Schools prepares students from underserved communities for success in college and citizenship.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

IDEA Quest College Preparatory (IQCP) holds a random lottery to ensure equal access for all applicants. To be included in the lottery, families must submit an application for each student either online, by phone, at a recruitment event, or at any IDEA campus prior to the lottery date. IQCP lottery is held in late January. Families of students who are randomly selected are notified of their acceptance via email or phone and invited to attend a Welcome to IDEA event in May to begin the enrollment process.

After the lottery, should additional seats become available, IQCP will enroll additional students by randomly selecting from the waitlist. All students who accept the offer must attend a July campus registration event to officially enroll at IDEA Quest College Preparatory and begin the new school year.

IDEA Public Schools does not discriminate on the basis of race, color, national origin, age, sex or disability, and is open to all interested students and families.

PART III – SUMMARY

IDEA Quest College Preparatory (IQCP) is a tuition-free public charter school within the IDEA Public Schools charter management organization, enrolling 745 students as a comprehensive sixth through twelfth campus. Nestled amongst orange groves in the sub-rural, northwest corner of Edinburg, Texas, on the border of the U.S. and Mexico, IQCP serves a population of over 85% students of color and 82% students of a low socioeconomic status. From its inception to the current year, IQCP has built and maintained rich school culture, growth mindsets, and collaborative efforts that unite the surrounding community it serves. IQCP's theory of change is for students to become college graduates, which is accomplished through three key components: school culture, college-preparatory curriculum, and college counseling support.

Founded in 2006, IQCP has undergone a series of transformations since the first day of instruction. Founding IQCP staff and families truly exhibited a “whatever it takes” attitude in those nascent years. With no permanent building to house students, IQCP held classes in the assembly hall of a community church before transitioning to available space at the local university. Students and staff eventually settled in to a semi-permanent campus of portable buildings, though it lacked campus essentials such as a cafeteria and gymnasium. Eventually, in 2009, the current campus was constructed. In the spring of 2011, IQCP proudly graduated its first senior class—a fitting milestone given such humble beginnings.

The successes experienced by students, families and staff during these transitional phases are a true testament to the tenet core values that serve as a foundation at IQCP. Despite the lack of resources, students and staff were able to surpass state expectations with 100% of seniors getting accepted to a college or university of their choice, a tradition that has continued with every subsequent graduating class.

The college prep curriculum prepares IQCP students for the rigors of college level work in all subjects with a model of AP-for-All. This means every student completes sixteen Advanced Placement (AP) courses before they graduate. Students are encouraged to become AP scholars, wherein they pass three or more Advanced Placement exams. Regardless of an AP scholar designation, research shows that all students enrolled in AP courses benefit from greater college transitions and success in the long-term. In order to fulfill its commitment to send all students to college, IQCP pairs the rigorous curriculum with college counseling services beginning in middle school. A key factor in providing insight to finding the best collegiate fit begins in the sixth grade, and continues through eleventh, with meticulously curated and executed college and university visits to local, state, and eventually national colleges and universities. These visits allow students to experience collegiate life and academic rigor in person, leading to a more informed and thorough decision on their part before applying to universities of their own. Prior to senior year, college counselors meet with individual students and their families at least four times to discuss progress toward their college-going goals and to troubleshoot navigating the college application process.

Embedded into daily curriculum, classroom and school culture, and campus leadership is the mission to not only get students to and through college, but to promote a collaborative, purposeful, and inclusive community. Student character development is nurtured through investment in the “IDEA 55” and the six IDEA core values. The IDEA 55 are a set of guiding social principles adapted from an existing set of character essentials. The core values are Whatever it Takes, 100% Every Day, No Excuses, Sweating the Small Stuff, Closing the Achievement Gap, and Team & Family. An average day consists of fifteen minutes of “homeroom” time where students have breakfast and participate in guided discussion revolving around the “IDEA 55” of the week and how to exemplify these skills in daily life. Once a month the daily bell schedule is modified into an assembly bell schedule where either a pep-rally or hallway meeting takes place. The last hour of the day is used to promote school spirit or strengthen individual grade levels with team builders and student celebrations. Students who exemplify these core values are celebrated with “core value” awards on a quarterly basis. Students are also highly encouraged to strike a school-and-life balance by participating in various extracurricular activities including University Interscholastic League (UIL) sports, UIL academics as well as nationally recognized organizations and other campus-led clubs. Achievements in extracurricular activities are celebrated in similar fashion to core values; well-roundedness as a person and student are continually worthy of celebration at IQCP.

The struggles and successes of the IQCP community gave rise to tremendous pride in the efforts of students, resulting in events and traditions that unequivocally celebrate triumph over obstacle. Over 70% of the current senior class will be the first in their family to attend a college or university of their choice. This statistic-defying occurrence is celebrated with districtwide traditions such as College Signing Day. Unique to IQCP, however, is a tradition allowing each individual graduating senior to “leave their mark” by imprinting sections on the wall of high school hallways with their handprint and name, forever commemorating their role in the history, culture, and legacy of IQCP.

As a result of combined struggles, successes, and legacy-building, IQCP is currently recognized as one of the top performing campuses within the IDEA network and was named campus and college prep of the year for 2017-2018. At the state level, IQCP has repeatedly been named one of the top 25 schools in Texas; nationally, IQCP has ranked in the top 5% of schools, all in well-recognized publications. These accolades are predicated on the resilience, persistence, and collaborative efforts of the staff, students and families to facilitate the growth of students into lifelong learners, collaborative workers, and informed and active citizens in society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English department at IQCP provides every grade level course an in-depth study of literary works as required by the Texas Essential Knowledge and Skills (TEKS), placing an emphasis on close reading and literary analysis. Teachers build readers' independence by incorporating these college level skills to ultimately prepare students for their state exam and AP courses. Pre-AP courses vertically align to AP high school courses that support college and career readiness skills by having students practice fluent English writing, research and evaluate evidence, and support arguments in their work. Outside of the classroom, students conduct novel-based studies connecting to unit themes and coursework.

Continual preparations are made to ensure readiness for college-level writing and instruction within Advanced Placement English courses. Students study various compelling texts sixth through twelfth grade, including fiction, nonfiction, poetry, visual and film works. In analyzing these works, students develop and refine skills in critical thinking, close reading, writing in various genres, and performing research. Eventually, through intense study, students engage in close observation and analysis, higher-order questioning, academic discussion, and evidence-based writing related to unit themes and world contexts.

To address writing and reading gaps for students not performing at mastery level, as well as to begin the foundation of AP writing for upper-level courses, students participate in an additional writing class as sixth and seventh graders. These courses target the process of writing narrative and expository essays, as well as their structure. As freshmen, all students take Business English every other day as a required elective in addition to English I. This course reinforces and continues to build upon writing skills previously taught in middle school. Furthermore, select students who have previously failed STAAR exams, participate in seminar courses to address remaining reading and writing growth areas. These measures, along with integrated and vertically aligned differentiation and instructional methods, allow for closure of gaps in reading and writing based on individual students' needs.

Hence, the curriculum at IQCP incorporates analytical skills, literary interpretation, and argumentative writing as required by the TEKS into all coursework. The results of this investment in English Language Arts are short-term achievements of AP scholar designations and long-term achievements of student success as critical, active thinkers through and beyond university.

1b. Mathematics:

The mathematics department adheres to all curriculum standards mandated by the state of Texas and outlined by College Board. IQCP offers Algebra I, II, Geometry, and Pre-Calculus preparing students for district benchmarks, American College Testing (ACT), state End-Of-Course (EOC), and Texas State Initiative (TSI) exams. Foundational skills such as arithmetic involving integer and fractions, proof-based geometry and basic functional analysis are emphasized during early middle school. In addition to AP Calculus and AP Statistics, IQCP is one of few schools in the district to offer AP Computer Science. Mathematics teachers utilize technologies such as interactive whiteboards, tablets and wireless networking systems to deliver dynamic and stimulating lessons. Assessment data are compiled and analyzed using a variety of tools provided by the district and web-based instructional systems. Teachers make data-driven decisions to adjust pacing and identify struggling students who require differentiated instruction.

Differentiation for students comes in the form of individualized plans and structured tutoring programs available for all mathematics courses and exams. However, differentiation is not exclusive to struggling students; it is also incorporated with high-performing students capable of advancement. With this added level of differentiation, IQCP has a cohort of underclassmen excelling in upper-level mathematics, such as AP Calculus and AP Statistics, ahead of their peers. Notwithstanding its rigorous and diverse core curriculum, the math department's greatest strength lies in its vertical alignment. Once a month, teachers

share best practices and normalize mathematical pedagogies across all grade levels. Such collaboration ensures our students experience a seamless transition through all mathematics courses sixth through twelfth. The math department's goal of producing students who excel computationally and analytically is an extension of ensuring college readiness and creating lifelong learners.

1c. Science:

IDEA's science curriculum is designed to teach students the critical thinking skills they will use throughout their academic careers. Students master state standards in a variety of science disciplines, including life science, earth science, biology, chemistry, and physics, all with the end goal of successfully completing AP coursework. TEKS are used to drive the goal setting process for students in sixth through twelfth grades. Students, families & teachers are all equally invested in the goal setting and tracking process, so as to ensure that students are successful on their EOC and AP exams. While mastering these standards, students perform laboratory experiments and read, write, and solve scientific problems. Technical writing of lab reports is scaffolded in depth and complexity from sixth through twelfth grade to ensure that students are competitive and skilled writers in the collegiate community. Monthly, all science teachers convene to share instructional best practices in order to establish continuity and vertical alignment throughout the grade levels.

Upon entering the tenth grade, students are given the autonomy to choose from various AP courses such as AP Chemistry, AP Biology and AP Physics. AP science students are supported through a nationally recognized organization that provides student study sessions and mock exam preparation. Student progress is tracked periodically and ultimately rewarded when the student earns a qualifying score on an AP examination. Teachers receive robust training, materials, and mentorship with this external organization to better support students throughout the school year. Upon graduating, students not only have a strong and varied grasp of basic scientific content knowledge, but also a core set of skills applicable at the college level and beyond.

1d. Social studies/history/civic learning and engagement

The history and social science curriculum is implemented with an overarching goal: to have students leave IQCP prepared to be active, contributing, and global citizens. This growth is accomplished through engagement in long-term, multifaceted educational study of social science, history, and civics beginning in the sixth grade with Pre-AP courses and culminating to AP course study from ninth through twelfth grade. The skills and knowledge learned during their time at IQCP facilitate inquiry, participation, and research within historical, social, and geopolitical contexts.

Through the AP-for-All model, every high school student is exposed to rigorous, thought-provoking material from 9th grade onward. During bi-weekly content meetings, sixth through twelfth grade teachers collaborate to vertically align curriculum, building toward AP course study. Teachers ensure that students are exposed to higher levels of reading, writing, and historical thinking skills, including contextualization, comparison, causation, and continuity and change over time. Additionally, students at all levels are encouraged to discuss and think through what they're learning through class discussions and Socratic forums. Students identify, analyze, evaluate and research various texts and demonstrate knowledge through collaboration and written responses, using their historical thinking skills, as required by the TEKS. As a result, students progress through middle and high school consistently applying these analytical skills to comprehend complex historical and socio-political concepts and to form and corroborate arguments centered both on content-specific knowledge and real-world application.

In the short-term, IQCP's approach in using integrated curriculum practices facilitates student success at the AP level, allowing students to be exposed to college-level material early on in their academic lives resulting in higher percentages of students receiving college credit through AP exams. This results in mid-term achievements of students' successful matriculation through college and university. The combination of IQCP's integrated structure and AP-for-All approach to instruction contributes to the long-term goal of fostering global-thinking, active, and contributive members of society.

1e. For secondary schools:

IQCP's rigorous core curriculum, across all disciplines, cumulatively prepares students to perform at college readiness standards and excel on national and state exams. Teachers are adept in creating students that not only perform well on assessments but are prepared to take on the demands of higher learning. Supplementing core curriculum are a variety of career and technology courses that bridge a student's academic work to prospective career interests. Students exit their high school years equipped to become a contributive member of academia and society.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Elective courses at IQCP complement the core curriculum to guarantee that students are well-rounded individuals who will be viable citizens of the world. The primary focus in each course is to develop and hone critical reading, writing, and problem-solving skills. Each course aligns with essential skills as outlined in the TEKS.

At IQCP improving student writing is a priority. With this goal in mind, writing is a required elective for all 6th and 7th grade students. Reading and writing teachers collaborate to build the foundations of literary analysis, expository writing, and development of ideas, grammar, vocabulary and mechanics. Sixth and seventh grade students also are exposed to art and PE as electives.

Writing continues as a major focus when Quest students enter freshman year. All 9th graders are required to take Business English, which fosters their abilities in analytical and expository writing while also incorporating the more structured, technical writing found in AP science and math courses. Other elective courses available to high school students include Law Enforcement, Theatre Arts, Art I & II, Culinary Arts, Teen Leadership, Journalism for newspaper and yearbook, Agriculture and Resource Management, Money Matters, athletics, health, and Intro to Engineering Design.

Beginning in the 8th grade, students enroll in their first technology course where they earn certificates in word processing, spreadsheet and presentation software, and cultivate cross-curricular projects that support the core curriculum. Once in high school, students can then choose Commercial Photography and Audio/Visual Production. In addition to learning how to video and edit footage, students in the production classes write story lines, create storyboards, and draft scripts.

IQCP addresses the art requirement in Texas through Art I & II and Theatre Arts. These classes meet on alternating days and are offered to 9th – 12th graders. Students in art participate in several on- and off-campus shows throughout the year, whereas theatre students are involved in school and public productions. Although Theatre I is the only class offered at IQCP, this class incorporates essential skills from Theatre Tech and Theatre Production for those students who take the class multiple years. In addition, based on student's interest, individualized instruction is offered in make-up, costume, and stage and sound design.

An additional focus IQCP has taken on this year is the development of a medical track for students. Newly offered elective courses include Medical Terminology, Principals of Health Science, and Pharmacology. Students who successfully complete the pharmacology course can obtain a certificate licensing them as a pharmaceutical technician anywhere in the United States.

To graduate in the state of Texas, students must successfully complete two years of a foreign language. At IQCP, students are expected to go beyond that and complete three years. Students earn their first high school credit in 8th grade by taking Spanish I. As early as 10th grade, students can enroll in AP Spanish Language. During their junior and senior year, students who successfully completed AP Spanish Language can choose to enroll in AP Spanish Literature. The AP courses allow students to hone analytical skills, develop argumentative skills, and write a coherent essay in Spanish. These courses in many ways mirror the concepts taught in the AP English classes.

A key component of the PE curriculum is to track kids' weight and BMI. Each week, wristbands monitor and collect student data while they participate in cardio-vascular activity, which includes running outside and running the stairs in the high school building. Data collection, which began in August for the 2018-2019 school year, shows that students' physical shape has improved.

An integral component in furthering students' success is Road To and Through College (RTTC). RTTC is a required elective for all students and is offered daily to underclassmen and every other day for seniors. The course vertically aligns skills and applications necessary for students to earn acceptance to, matriculate to and graduate from college. Students learn study skills, apply proper note-taking skills, focus on time-management, attend group tutoring sessions, and practice for the ACT. By the time they are seniors, IQCP students have written their resumes and personal statements; they have collected letters of recommendation; they have applied for scholarships; they have selected their top seven schools; and within the first three weeks of their senior year, they have begun the application process – all through RTTC classes.

Perhaps the most successful component of the RTTC classes is the college tutors, many of whom are Quest graduates. Scheduled two days out of the week to tutor students in math, science and English, they know and understand the campus expectations and help struggling students master difficult concepts.

Each year, campus electives are carefully evaluated to make improvements, add desired course offerings, and revamp programs in the pursuit towards well-rounded graduates, ready for college and beyond.

3. Special Populations:

At the beginning of the year training, each grade level receives data for each of their students that include State of Texas Assessment of Academic Readiness (STAAR) scores, Texas English Language Proficiency Assessment System (TELPAS) ratings, Individualized Education Program (IEP) for special education students, and class rosters that have been strategically created by the previous grade level. This analysis of student data is instrumental in early detection of students identified for Critical Student Intervention (CSI). As a result, classroom seating arrangements and intervention groups are created before the start of the academic school year.

A customized intervention plan is made for each target group, including Special Education, 504 and English Learner (EL) students. In addition to core classes, middle school students are assigned a Catalyst period based on their previous STAAR scores. Special education teachers and college students, hired as tutors, partake in the Catalyst program to divide the students into even smaller subgroups, allowing one-on-one instruction between student and teacher. The CSI Program, led by the special education (SpEd) department, additionally, pull out students from an elective class for more reinforcement and interventions. SpEd staff meet bi-weekly with teachers in order to effectively align their objectives and practices that best fit student needs. Each lesson is specifically tailored to an individual student in the CSI group as progress is recorded daily in order to monitor growth.

Differentiated instruction is crucial for all students. This includes hand-on activities, various levels of questioning, and visuals such as videos, anchor charts, word walls. Small group instruction is a practice that is used in every classroom. Teachers also utilize cooperative learning strategies such as Socratic seminars, debates, gallery walks, and partner turn and talks. Lectures are kept to a minimum, no more that 20 minutes, and instead students spend most of their time engaging in hands-on activities, discussions, and discovery learning. Students are encouraged to assist each other to help close learning gaps. Daily checks for understanding are measured through mini exit tickets, aggressive monitoring, and on the spot teacher feedback. If mastery is not achieved, the concepts and skills are immediately re-taught and re-assessed until mastery.

Although initial data analysis determines a student's schedule and provides teachers with a solid plan of action, Catalyst rotation groups are frequently revamped based on internal assessments. Grade levels meet on a weekly basis to discuss students of concern and, if necessary, begin the Response to Intervention (RTI) process, tracking tiered interventions and monitoring their progress. In high school, students who previous failed a STAAR exam, and are part of the 504 or EL program, are enrolled in a seminar class. Seminar

classes are offered for all English and mathematics courses. Students focus on skills as required by the TEKS. Business English is a required elective for all incoming freshman in an effort to improve writing skills aligned with English I curriculum.

Teachers track each student's individual growth based on bi-weekly exams, unit exams, and interim assessments. These exams are used as measuring tools to track progress throughout the year. Class trackers are visible in the classroom. In addition, students have tangible individual trackers to reflect on strengths and weaknesses after each exam. Teachers hold conferences with each student after each assessments session to monitor their progress. Not only does the tracking component foster a culture of accountability for both students and teachers, it fortifies their investment. IQCP attributes much of its success in closing the achievement gaps to these practices. All stakeholders are well aware of student gaps and progress throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

IQCP exists to prepare students from underserved communities for success in college and, by extension, citizenship. To this end, the climate and culture at IQCP converges on mutual adherence to a set of core beliefs that underpin this philosophy.

IQCP teachers and administrators believe all students, regardless of their socio-economic circumstances, deserve access to a college education. IQCP seeks to create a three-dimensional educational culture that encourages intellectual autonomy for the students and teachers, while simultaneously involving parents in the educational process. Serving a small student population helps maintain and perpetuate a sense of cultural and ideological unity among students. This translates into a motivated, goal-oriented student body. Each year begins with a week-long Culture Camp where teachers present lessons intended to reinforce the core values of the organization: Team and Family, Sweating the Small Stuff, Closing the Achievement Gap, 100 percent Every Day, Whatever it Takes, and No Excuses.

IQCP is an AP-for-All campus; all students are exposed to the same level of academic instruction often reserved for a select few at other institutions. This exposure is beneficial on multiple levels: those who pass the AP exam earn college credit and are spared the added expense of taking an additional class during their tenure in college; those who do not pass the exam benefit from exposure to content they will encounter as college freshmen. IQCP seeks to transform college from an abstract concept to one that is tangible.

IQCP Teachers are held to high professional standards and voluntarily attend numerous training seminars hosted by Idea, as well as affiliate external organizations. On average, AP teachers accumulate three hundred professional development hours in a given year.

IQCP Teachers maintain an open-door policy in which students have almost unlimited access to their teachers throughout the school year. As a result, instructors form stronger, more productive relationships with students. Moreover, IQCP's principal also subscribes to this aforementioned open-door policy, facilitating teacher ownership of campus initiatives. Teachers are welcomed to ask questions and make suggestions. Twice each year, teachers participate in an activity called Rattlesnakes and Pythons, where suggestions are made for improving school-wide systems.

Mutual responsibility for student education is promoted through events like Blazer Showcase. Conceived as a means of encouraging parental involvement in the scholastic growth of students, Blazer Showcase highlights for parents the variety of academic, athletic, and extracurricular activities available to students at IQCP. In addition, the campus instituted Hallway Meetings. During these brief, thirty-minute meetings, students and teachers gather for the purpose celebrating individual success and refocusing one another on a long-term goal of earning a college education. Ultimately, these school supports aid in producing students who are intellectually and socially prepared to make a successful transition from high school to the world of academia.

2. Engaging Families and Community:

IQCP believes whole-heartedly that involving parents and the community in the education of youth ultimately improves student investment and increases overall student success. Before students initially enroll at Quest, teachers host a parent/student orientation day called Welcome to IDEA. Families are addressed by the principal and academic counselor, sign a promissory agreement, learn about the culture and expectations of the school, and engage in a panel discussion with committed teachers and students. This event is critical in establishing rapport and investment from parents and students.

Parent-friendly, multi-modal communication has been a key strategy for keeping parents engaged in their child's learning. Every grade-level point of contact sends regular messages using a communication app for upcoming events, meetings, fundraising opportunities and field lesson. Individual teachers also use the

same app to communicate daily assignment information, reminders of upcoming assessments and projects, as well as to praise student accomplishments. The campus has a main social media page to announce accomplishments, and to highlight college acceptances, scholarship offerings, and student awards. Many grade levels created their own social media pages for specific grade level announcements.

Realizing the myriad of family socioeconomic situations, supplementary modes of communication are employed. Newsletters are emailed to parents on a bi-weekly basis, and a school-wide messaging system calls parents who may not have access to other technology. Quest leadership realizes that the more knowledgeable parents are about their child's education, the more they can support their child toward success.

Equal importance is placed on parental involvement. The year begins with Meet-the-Teacher Night where parents acquaint themselves with their child's teachers. After Quarter 1, teachers and students host Blazer Showcase, a walkthrough interactive display of AP and CTE classes, elective courses, sports, and clubs. If students are struggling, grade teams conduct parent meetings to discuss interventions for their child. College counselors invite parents to individually discuss their child's college goals and a FAFSA Night to provide hands-on financial-aid assistance. For 8th grade students, counselors offer parent presentations reviewing AP and CTE courses, and credit requirements for high school graduation. The interaction between staff and families is the key factor in helping students get to and through college.

Furthermore, IQCP also hosts family social events. Parents are invited to a teacher-hosted Fall Festival and Spring Fling where Quest families and the surrounding community are invited to eat, play games, and socialize with one another. Each February, Quest hosts a Career Day, bringing in a selection of community representatives to speak with students. These events inspire students to build a sense of community toward the mission of becoming citizens of tomorrow.

3. Professional Development:

IQCP approaches professional development with a communal vision concentrated on closing achievement gaps and upholding the accountability of all stakeholders. Administration and focus groups, comprised of teacher leaders, conduct an annual campus-needs assessment survey to address the needs assessed. The campus leadership team then collectively determine areas of growth based on achievement and survey data and work to provide effective, applicable training to all campus staff. Additionally, staff has access to trainings that fulfill state and federal requirements such as: Bilingual Education, SpEd, Student Welfare, Emergency Operations, Cardio Pulmonary Resuscitation (CPR) and First Aid Training.

Professional development at the campus addresses the various types of educational experiences related to each individual teacher's work. At the commencement of each school year, staff is trained to internalize data from the previous year and create solution-oriented action plans to implement within their grade levels and content teams. Throughout the year, professional development revolves around methods for differentiation, systems and procedures for classroom management, crisis management and campus culture and persistence plans. Information is distributed with rationalization and always with the underlying goal of student growth and achievement. Teachers are held accountable for implementation through lesson plans, observations, and evidence of student data.

Aside from whole-group sessions, teachers participate in content specific development on a monthly basis with their vertically aligned learning groups. Teachers participate in teacher-led workshops that target differentiation for special populations, TEKS tracking and mastery, reading comprehension, writing instruction, technology implementation, tracking, and feedback conferences, specific to their respective subjects, through the sharing of result-based, best practices. Teachers participate in self-directed learning such as quarterly peer observations, which allows teachers to hone their skills and adopt proven practices in their own classrooms. Content leaders and administrators confirm the application of newly implemented systems and procedures with regular observations and check-ins.

At the district level, each teacher receives course-tailored training, with quarterly in-person course collaborations and bi-weekly webinars. These sessions allow teachers to receive content specific assistance

regarding their curriculum as required by the TEKS. Teachers receive information on course-specific trainings such as AP and STAAR institutes, special populations inclusion, ACT, technology trainings, physical education training, and classroom management. They can then use allotted funds to attend off-campus trainings. In return, these teachers use newfound knowledge to present at campus and district professional development sessions.

Administrators also participate in professional development designed to promote support in teacher development and retention. By refining their management skills, they are able to provide their staff with meaningful feedback and instruction that will help individuals achieve mastery. If teachers are performing at a mastery level, student achievement gaps will continue to dissipate. As a result of effective coaching, staff retention is the highest within the IDEA network. Low turnover rates have helped campus culture thrive and maintain a consistent student growth record.

4. School Leadership:

Collaboration, transparency and accountability are the precepts that influence IQCP's lead team philosophy and ultimately guide us toward student success. The lead team is made up of the principal, two assistant principals of instruction (APIs), one assistant principal of operations (APO), one director of college counseling, two college counselors, and one academic counselor. The campus lead team works closely with grade level leaders and content leaders, constantly seeking feedback about systems that may be inhibiting student success.

One method of collaboration is grade-level "step-backs" – focused discussion time devoted to analyzing systems, culture, and procedures with the purpose of developing plans for growth. In June, teacher leaders then join lead-team members for a campus-wide step-back to commit to improvements for the upcoming school year. Some examples of step-back changes implemented this year include: grade level award ceremonies to be spear-headed by teachers; a Moving-Up Day, where 5th-11th grade students follow their schedule for the next school year to get a taste of what awaits them; and implementation of cell-phone collection pockets in all 12th grade classrooms.

Top-down transparency, as Quest's principal subscribes to an open-door policy, facilitates teacher ownership of campus initiatives. Teachers are welcomed to ask questions and make suggestions. Twice each year, teachers participate in an activity called Rattlesnakes and Pythons, where suggestions are made for improving school-wide systems. During this activity, the lead team commits to implementing suggestions that will improve student success practices and systems.

To ensure accountability, the principal and assistant principals of instruction coach and manage the teaching staff. They conduct weekly walk-throughs together to norm their instructional feedback and coaching strategies. Individual walk-throughs are also held to assess instructional quality, observe classroom management, and keep a finger on the cultural pulse of the campus. Managers hold weekly data conversations with their teachers in order to ensure that student learning is taking place. Adjustments are implemented immediately, and follow-up walkthroughs are held to ensure further execution.

Each member of the lead team is held responsible for main driver-goals, but all lead team members support these goals to ensure accountability and team support. The APIs drive the goals of achieving 90/60/30 for STAAR tested areas and AP scores of three or higher. College counselors lead efforts toward Tier 1 & Tier 2 college acceptance & matriculation and college-qualifying ACT scores. The academic counselor commits to ensuring students are staying at Quest, addressing the social-emotional needs of students, and improving campus culture. Finally, the APO focuses on enrollment, attendance and recruitment of college-bound students.

All members of the Quest team and family work together toward one ultimate goal – long-term student success. By collaborating openly, maintaining honesty, developing relationships and holding one another accountable, IQCP ensures optimal results for all students within and beyond its doors.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

IQCP shifted from the traditional paradigm of teaching, opting for one that promotes student-driven learning. Web-based Instructional Systems (WBIS) allow teachers to move away from traditional, lecture-based instruction and employ a strategy that emphasizes student practice and engagement. This shift is not meant to reduce the teacher's role but rather lessen their footprint in the classroom and empower students through exploratory and collaborative learning. WBIS facilitate this objective, significantly impacting student achievement and teacher development within all grade levels.

Along with functional data analysis, efficiency in creating and evaluating assessments is key in executing this shift. WBIS not only make creating and grading assessments more efficient but provide real-time data segregation crucial for evaluating student performance and dictating pacing.

In action, the use of WBIS varies within subjects, but the objective is the same: allocate more time and resources for students to explore problems while minimizing or eliminating homework. Mathematics classes begin with introduction to new material, focusing only on the conceptual framework of the lesson rather than presenting various problems and their solutions. Ideally, teachers spend between 20-25 minutes introducing new material. While this condensed form of lecture requires teachers to prioritize content and streamline its delivery, it affords students ample time to explore problem solving. An added benefit from streamlining lessons is that a course's scope and sequence can conceivably be covered in less time allowing for extra time to review before major exams.

Once new material is introduced, students access their WBIS and begin their assignments. Assignments are fully customizable, allowing teachers to effortlessly incorporate prior material with new material giving students a more comprehensive assessment. As students work, teachers diligently monitor student progress through their WBIS' analytics tool. Again, progress is tracked real-time, allowing weaknesses and misconceptions to be identified and addressed immediately. Students in ELA and humanities courses are given feedback on coherence, language, and development of ideas for their essays. The benefit of such data analysis is two-fold: instant remediation is possible for struggling students both individually and collectively. Thus, re-teaching is minimized while achievement gaps are marginalized. The result of these technologies is a more analytical approach to education—one that creates self-efficacious students capable of problem solving and abstract thought.

This approach, along with WBIS, places students in the driver's seat of their educational goals. As a result, IQCP consistently excels in producing students who are prepared for the rigors of higher learning.