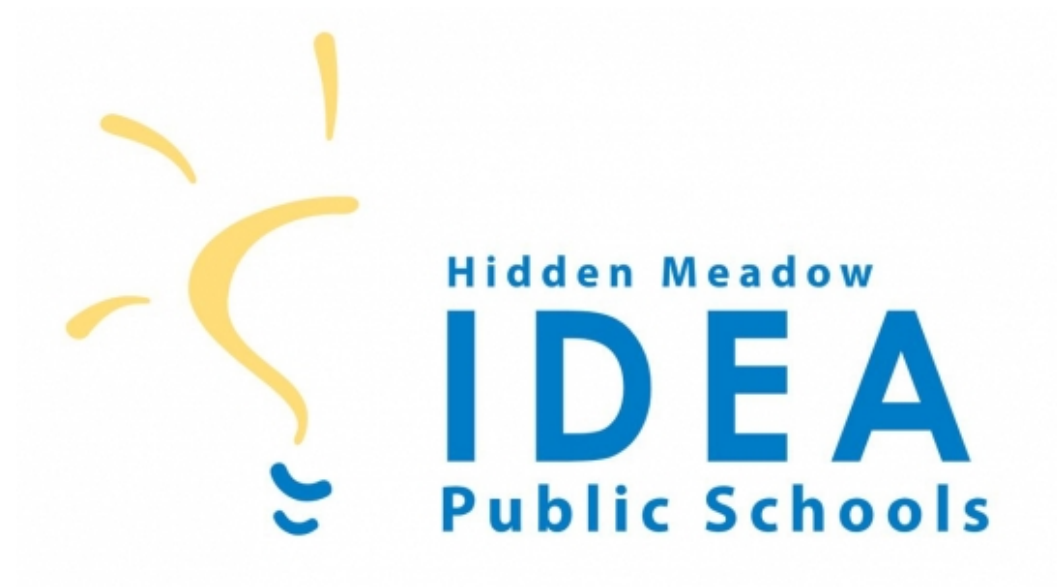


**IDEA Public Schools**  
**Hidden Meadow Academy**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 9, 2022

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

## Demographics

### Demographics Summary

We are an open enrollment charter school serving grades Kinder through 3rd grade on the North West side of San Antonio. We have 466 scholars enrolled. Our primary demographic is White-Hispanic, making up 72.98% of our population. 66.86% of our demographic is economically disadvantaged. 9.47% are English Learners and 6.31% are special education. We serve our demographics with 1 lead principal, 3 assistant principals, and 1 school counselor.

### Demographics Strengths

See PDF in addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Average daily attendance was 6.51% below our district goal. **Root Cause:** We did not start a parent accountability track (ADA Escalation Matrix) until October.

**Problem Statement 2 (Prioritized):** We were 15.11% below our district goal for student persistence. **Root Cause:** We did not put operating mechanisms that would support persistence until March.

# Student Learning

## Student Learning Summary

This is the first year we have a third grade class. We do not have historical STAAR results. Based off of first 3 weeks observations our scholars are not at a place to complete work at the rigor of 3rd grade STAAR. Root cause could be teachers have not been trained in embedding rigor strategies into their lessons so the work they were doing was foundational level. See PDF in the Addendum for more information

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** EOM assessments scored higher than EOY exam. **Root Cause:** Scoring for EOM assessments were completed by the main math teacher. Scoring for EOY assessment was completed by a different teacher. This shows evidence of grading discrepancy. We should have teachers switch off of grading from the beginning and also led scoring norming huddles.

**Problem Statement 2 (Prioritized):** 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension. **Root Cause:** DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

**Problem Statement 3 (Prioritized):** School lacks vertical alignment across contents. **Root Cause:** Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.

# School Processes & Programs

## School Processes & Programs Summary

During the first week of back to school for adults, the leaders spend 1 week in professional development. The sessions cover: roles and responsibilities, building a core calendar, developing emotional intelligence, coaching cycle for adults, resetting culture, etc. Their coaching continues throughout the school year with 1 hour of PD each week for leaders. This leader PD covers topics such as: coaching cycle, mid year and end of year formative assessments, updating calendars based on data, creating operating mechanisms, holding parent conferences etc. Each week the lead team also takes part in culture rounds and instructional rounds. These rounds inform our Tuesday PD and our morning rehearsals for every teacher.

See PDF in Addendum for more information.

## School Processes & Programs Strengths

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

### Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

### SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

See PDF in Addendum for more information.

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

**Problem Statement 1 (Prioritized):** We were 3% below the goal for lead teacher retention and 6% below for co teacher retention. **Root Cause:** A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.

**Problem Statement 2 (Prioritized):** We did not have clear data tracking systems for reading and math grades PK-2. **Root Cause:** The mid year principal change focused on systems and culture for the overall school.

# Perceptions

## Perceptions Summary

This past year we retained 82% of our lead teachers and 79% of our instructional support staff. To support teachers through conflicts we used the crucial conversations method and worked to address and resolve issues right away. We also issued Great Places to Work Survey data in December and analyzed the data in January. From there we made structural changes to improve our areas of growth. This year we will continue to use the crucial conversation model, embed more teacher celebrations, and host monthly events or treats for teachers.

This coming year we want to improve our family connections. Therefore, we have scheduled a monthly family project, persistence event, and academic touchpoint each month. We want to build traditions amongst scholars and their families so they are involved in the joy factor and the academic side.

See PDF in Addendum for more information

## Perceptions Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Families did not have opportunities to be involved in school events. **Root Cause:** The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.

**Problem Statement 2 (Prioritized):** New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI. **Root Cause:** Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.



# Priority Problem Statements

**Problem Statement 1:** We were 15.11% below our district goal for student persistence.

**Root Cause 1:** We did not put operating mechanisms that would support persistence until March.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Average daily attendance was 6.51% below our district goal.

**Root Cause 2:** We did not start a parent accountability track (ADA Escalation Matrix) until October.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** We were 3% below the goal for lead teacher retention and 6% below for co teacher retention.

**Root Cause 3:** A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** We did not have clear data tracking systems for reading and math grades PK-2.

**Root Cause 4:** The mid year principal change focused on systems and culture for the overall school.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Families did not have opportunities to be involved in school events.

**Root Cause 5:** The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI.

**Root Cause 6:** Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension.

**Root Cause 7:** DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** School lacks vertical alignment across contents.

**Root Cause 8:** Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## 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
- 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.

## Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

Revised/Approved: September 9, 2022





**Goal 1:** Increase staff retention

**Performance Objective 1:** By May 2023, 85% of teachers will report that they are retuning the following year, increasing staff retention by 3% from the previous year.

**High Priority**

**Evaluation Data Sources:** Staff Retention Rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tight loop coaching and clear action steps to drive immediate growth. <b>Strategy's Expected Result/Impact:</b> Teachers feel successful in their roles. <b>Staff Responsible for Monitoring:</b> Principal and assistant principals  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilizing reminders via Outlook Calendar to communicate deadlines and drive follow ups by leadership <b>Strategy's Expected Result/Impact:</b> Provide clear communication and expectations with teachers <b>Staff Responsible for Monitoring:</b> Principal, assistant principals, admin assistant	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> We were 3% below the goal for lead teacher retention and 6% below for co teacher retention. <b>Root Cause:</b> A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.</p>

## Goal 2: Meet full enrollment

**Performance Objective 1:** By 10th day of school in August 2023, our school will hit the over enrollment goal (600 scholars) indicated in the enrollment contract.

**High Priority**

**Evaluation Data Sources:** power school report, stream report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase social media presence by posting on Facebook, Instagram, and tik tok with a focus on academic and social highlights. <b>Strategy's Expected Result/Impact:</b> Increase number of applications <b>Staff Responsible for Monitoring:</b> principal, apo, grade level admin, enrollment coordinator  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> We were 15.11% below our district goal for student persistence. <b>Root Cause:</b> We did not put operating mechanisms that would support persistence until March.





### Goal 3: IDEA achieves an A rating

**Performance Objective 1:** By June 2023, 3rd grade will have reached 90/70/40 goal on 3rd reading and math STAAR and rate an A for our first year of operation.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Final STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly instructional Rounds w/ leaders to ensure correct next steps for teachers is being prescribed, includes special pops rounds <b>Strategy's Expected Result/Impact:</b> Increase quality of instruction for each classroom <b>Staff Responsible for Monitoring:</b> assistant principal, principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AR Zone facilitator will increase scholar's reading fluency by increasing "word count read" for each child <b>Strategy's Expected Result/Impact:</b> increase fluency and reading stamina <b>Staff Responsible for Monitoring:</b> AR Zone Facilitator  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



## Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> School lacks vertical alignment across contents. <b>Root Cause:</b> Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.
School Processes & Programs
<b>Problem Statement 2:</b> We did not have clear data tracking systems for reading and math grades PK-2. <b>Root Cause:</b> The mid year principal change focused on systems and culture for the overall school.

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

**Performance Objective 2:** By June 2023, 30% of special education scholars will hit meets in EOY STAAR exam.

**High Priority**

**Evaluation Data Sources:** EOY STAAR exam data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tracking scholar data and sub-pops strategically <b>Strategy's Expected Result/Impact:</b> data awareness for special populations <b>Staff Responsible for Monitoring:</b> assistant principal, principal, teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Coach teachers on how to review DI data to conduct a cause-solution for the next day if data is below 90% mastery <b>Strategy's Expected Result/Impact:</b> Provide data driven instruction <b>Staff Responsible for Monitoring:</b> assistant principal, principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> We did not have clear data tracking systems for reading and math grades PK-2. <b>Root Cause:</b> The mid year principal change focused on systems and culture for the overall school.

### Goal 3: IDEA achieves an A rating

**Performance Objective 3:** By June 2023, 90% of our scholars in Kinder through 2nd grade will be reading on grade level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Final DI data report

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Conduct weekly instructional rounds (principals, APIs, and DI program manager) with DI data in hand. <b>Strategy's Expected Result/Impact:</b> increase lesson progress and increase lesson mastery to hit benchmark goals <b>Staff Responsible for Monitoring:</b> principal, APIs, DI program manager  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

### Performance Objective 3 Problem Statements:





Student Learning
<b>Problem Statement 2:</b> 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension. <b>Root Cause:</b> DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** By May 2023, our YTD ADA will be 97%, increasing our ADA from previous year by 7%.

**High Priority**

**Evaluation Data Sources:** EOY ADA report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Post homeroom ADA in their classrooms and reference <b>Strategy's Expected Result/Impact:</b> Build peer to peer accountability for ADA <b>Staff Responsible for Monitoring:</b> Assistant principals and teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reduced thresholds for ADA Escalation Matrix to reach priority status earlier in process <b>Strategy's Expected Result/Impact:</b> Intervene with families sooner rather than later when absences have accumulated <b>Staff Responsible for Monitoring:</b> Assistant principal of operations, homeroom teachers, grade team leaders, principal, assistant principals, SIS  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Average daily attendance was 6.51% below our district goal. <b>Root Cause:</b> We did not start a parent accountability track (ADA Escalation Matrix) until October.

## Goal 5: Increase student persistence

**Performance Objective 1:** By August 2023, 90% of our scholars will return for the following year, increasing our persistence by 15%.

**High Priority**

**Evaluation Data Sources:** Persistence data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide culture one pager, communication flowchart, scholar information sheet, meet the teacher flyer, and ensure they're set up on REMIND for every NTI family member during onboarding <b>Strategy's Expected Result/Impact:</b> Family has school culture awareness <b>Staff Responsible for Monitoring:</b> school counselor, teachers, principal  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> We were 15.11% below our district goal for student persistence. <b>Root Cause:</b> We did not put operating mechanisms that would support persistence until March.

## Goal 5: Increase student persistence

**Performance Objective 2:** By April 2023, we will have 2 representatives from each grade level present to NTI families at WTI about the IDEA experience and campus wide expectations.

**Evaluation Data Sources:** WTI attendance roster, WTI staff roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Have every teacher sign up for at least 1 WTI event by December and provide dates for timely family planning <b>Strategy's Expected Result/Impact:</b> More staff to speak to our families <b>Staff Responsible for Monitoring:</b> assistant principal of operations, principal, grade team leaders  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Perceptions 1, 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 2 Problem Statements:





Demographics
<b>Problem Statement 1:</b> Average daily attendance was 6.51% below our district goal. <b>Root Cause:</b> We did not start a parent accountability track (ADA Escalation Matrix) until October.
<b>Problem Statement 2:</b> We were 15.11% below our district goal for student persistence. <b>Root Cause:</b> We did not put operating mechanisms that would support persistence until March.
Perceptions
<b>Problem Statement 1:</b> Families did not have opportunities to be involved in school events. <b>Root Cause:</b> The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.
<b>Problem Statement 2:</b> New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI. <b>Root Cause:</b> Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.



**Goal 5:** Increase student persistence

**Performance Objective 3:** By December 2022, 100% of classroom from K-3 will have received 1-2 lessons from the school counselor that address ways to prevent, respond, and report bullying.

**Evaluation Data Sources:** Calendar Dates of Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> School counselor will schedule out bullying lessons for each grade level by October and personally deliver the lessons. <b>Strategy's Expected Result/Impact:</b> Build awareness around harmful effects of bullying and how to handle these situations <b>Staff Responsible for Monitoring:</b> classroom teachers, school counselor, principal  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> We were 15.11% below our district goal for student persistence. <b>Root Cause:</b> We did not put operating mechanisms that would support persistence until March.

**Goal 5:** Increase student persistence


**Performance Objective 4:** By May 2023, 80% (180) of scholars in grades 2 and 3 will reach their fitness ambassador goal of 1200 minutes.

**Evaluation Data Sources:** IHT monitor data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Grades 2 and 3 will place IHT monitors at the start of the day (vs their elective period) in order to accumulate minutes on their watch throughout the entire day. <b>Strategy's Expected Result/Impact:</b> Accumulate minutes for whole day vs only one period <b>Staff Responsible for Monitoring:</b> principal, PE coach  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	 100%	PTG	 100%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	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, resoures, 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: CSI, STARR, AP  CampusIB 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		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	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 TEPAS 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 Dashboard: Staff Retention	Staff Quality, Rentention, & 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	

# ACADEMY

[illegible]

[illegible]

## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

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

### PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

### PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

## 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 Hidden Meadow Academy

### Comprehensive Needs Assessment

#### **ACADEMY**

#### Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	N/A	100/95/98	97/76/41	82/32/7	65%	35%

#### Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	N/A	N/A	N/A	N/A	N/A	
% Meets	N/A	N/A	N/A			
% Masters	N/A	N/A	N/A			
% Student Achievement Average	N/A	N/A	N/A			
% Meet 2 year growth	N/A	N/A	N/A			

#### Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	N/A	

#### Reflections

Areas of Strength	Areas of Need
1 Hit our math masters goal for Hot Spot	1 EOM assessments scored higher than EOY exam. We need to integrate scoring norming huddles before grading that is more realistic of the blind exam setting and grading procedure.
2 Hit the DI Benchmark for PK, K, and 1	2 Reading instruction took priority over math instruction due to the data.
3 PK-K classrooms were normed on structures, systems, and approach to teaching	3 Vertical alignment was not happening across the grade levels.



## IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	95%	80%	96%	0%	70%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Met
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	N/A	N/A	N/A	N/A		
% Meets	N/A	N/A	N/A	N/A		
% Masters	N/A	N/A	N/A	N/A		
SAS	N/A	N/A	N/A	N/A		
% Student Achievement Average	N/A	N/A	N/A	N/A		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	N/A					
% of CSI Passing STAAR	N/A					
% of SPED Passing STAAR	N/A					

Reflections	
Areas of Strength	Areas of Need
1 Hit benchmark for PK, K, 2	1. In the last stretch of June, classroom observations were inconsistent due to EOY meetings and 22-23 school year planning.
2 In depth coaching was happening across all reading classrooms until May	2 Extend the summer school roster. We need to add more scholars to summer school that are closer to hitting their end of year "on track" goals.
3 Teachers provided intervention and tutoring to help get scholars on track	3 There were different layouts and approaches to teaching DI in every classroom and it made it harder to coach the classroom to mastery.

## IDEA Hidden Meadow Academy

Comprehensive Needs Assessment <b>ACADEMY</b>						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	N/A	97/89/77	80/60/12	92/80/64	N/A	N/A
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	N/A					
% Meets	N/A					
% Masters	N/A					
% Student Achievement Average	N/A					

Reflections	
Areas of Strength	Areas of Need
1 We integrated science throughout the year in PK-2.	1 Stay more consistent with teaching it daily
2 Scholars were invovled in hands on projects.	2 Extend the amount of minutes in which it is being taught
3 1st and 2nd teachers were teaching it regularly throughout the year	3 Re-train all teachers in the science curriculum and lead PD sessions that help them unpack the content.

## IDEA Hidden Meadow Academy

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level
% Students	N/A	99/98/91	100/98/87	98/97/87	N/A	N/A

#### Reflections

Areas of Strength	Areas of Need
1 We integrated SS throughout the year in PK-2.	1 Stay more consistent with teaching it daily
2 Scholars were involved in art and writing projects.	2 Extend the amount of minutes in which it is being taught
3 1st and 2nd teachers were coaching regularly throughout the year vs being an afterthought.	3 Re-train all teachers in the science curriculum and lead PD sessions that help them unpack the content.

<b>Humanities Fifth on Grade Level</b>
N/A

## IDEA Hidden Meadow Academy

### Comprehensive Needs Assessment

#### **ACADEMY**

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15%	33%	33%	37%	Reading - 30%
% Intermediate	22%	30%	26%	26%	Writing - 19%
% Advanced	30%	19%	15%	11%	Listening - 30%
% Advanced High	33%	19%	26%	26%	Speaking - 19%

#### Reflections

Areas of Strength	Areas of Need
1 We had some of the highest growth for TELPAS.	1 Provide regular training on EL strategies
2 API and TC walked teachers through accurate data collection	2 Provide feedback on strategies being implemented
3 For upcoming school year API gave thorough training for understanding EL population, needs, and strategies	3

## IDEA Hidden Meadow Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	79%
% Teacher Retention	81%
% Campus Support Retention	90%
% SPED Teachers	100%
% State/National Certified Teachers	88%
% State Certified Leaders	66%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	30%

Reflection	
Areas of Strength	Areas of Need
1 A majority of the staff stayed after there was a principal change in January	1 Implement introductions and expectations of the new principal from the very beginning
2 Hidden Meadow experienced a change in the staffing model. Many staff members were able to retain their teacher positions in the organization.	2 Follow through when staff expectations are not met
3 We had 80 GPTW score.	3 Document when staff expectations are not met

## IDEA Hidden Meadow Academy

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.99%
% Overall Persistence	80.16%
% New Student Persistence	74.88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.31%
% ELL	9.47%
% Eco Dis	66.86%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0.59%
% Asian	1.58%
% White-Hispanic	72.98%
% Multi	0.20%
% Black-African-American	9.66%
% Native-Hawaiian-Pacific- Islander	0.20%
% White	14.79%
% Male	50.49%
% Female	49.51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Each week we improved our data across the grade levels	1 We need to use the escalation matrix consistently from day 1. We started implementing it in November.
2 We increased our overall and NTI persistence from 20-21 school year	2 We need to have mission meeting starting in August. We did them on/off from October to February.

## IDEA Hidden Meadow Academy

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	100%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1 We returned to in person WTI and had quality presenters and clear expectations	1 Get more involvement from staff for WTI
2 Parents left WTI happy and excited to start the school year	2 Get an academy volunteer group