

**IDEA Public Schools**

**Horizon Vista Academy**

**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 15, 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.

### IDEA Horizon Vista Campus Vision:

Our family puts scholars first by building relationships, creating a culture of achievement, instilling academic risk-taking, and developing a strong work ethic that prepares them for success in college and citizenship.

## Core Values

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

DEA Horizon Vista Academy, grades PK-5th, sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Our goal is to ensure our scholars end each year on our above grade level in reading and math. This will ensure our scholars are well-prepared for grades 6th- 12th and going to and through college. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

### Demographics Strengths

"See PDF in Addendum for more information"

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Lack of parent communication (surface level) **Root Cause:** Inconsistency of grade level celebrations (throughout the school year)

**Problem Statement 2 (Prioritized):** Lack of school-wide calendar of events **Root Cause:** miscommunication of campus events and activities school-wide

# Student Learning

## Student Learning Summary

Horizon Vista Academy was rated a "C" campus for the 21-22 school year. We received 0 out of 4 distinctions (ELA/Reading, Mathematics, Postsecondary Readiness, Comparative Closing the Gap.)

Accountability Rating Summary Overall 78 (C)

**Student Achievement** 72 (C)

STAAR Performance 72 (C)

**School Progress** 79 (C)

Relative Performance (Eco Dis: 77.6%) 79 (C)

**Closing the Gaps** 74 (C)

## Student Learning Strengths

"See PDF in Addendum for more information"

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Prioritize targeted groups (special pops) Targeted goal A=50 or B=40. Not met **Root Cause:** Lack of training and late start of SIOP strategies for special pops and teachers.

**Problem Statement 2 (Prioritized):** We did not close the gap for all (tiered) tested scholars for Math and Reading assessment. **Root Cause:** late start in intervention, tutorials, and re-teach

# School Processes & Programs

## School Processes & Programs Summary

Horizon Vista Academy teachers begin leadership preparation by attending course collaboration on a quarterly basis. Our campus school leaders New Leader Institute and District Leadership trainings. Our instructional leaders attend Coaching Academy to develop their coaching and instructional skills. Campus continuously plans for professional development throughout the school year (BOY, MOY and EOY) making necessary adjustments as needed to develop both teachers and campus lead team. Instructional Rounds help support teacher development in and outside the classroom. We hold daily lesson rehearsals to support teachers First Teach followed up with coaching debriefs during weekly check-ins. Instructional programs: DI instruction, W&W, Eureka, Amplify, IDEA curriculum.

## 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

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

**Problem Statement 1 (Prioritized):** Lack of teacher training with academic curriculum **Root Cause:** Consistent teacher coaching within academic curriculum

**Problem Statement 2 (Prioritized):** High teacher absenteeism **Root Cause:** Campus staff commitment with clear expectations

# Perceptions

## Perceptions Summary

OUR FAMILIES at Horizon Vista Academy will be active participants in their child's learning. In order for our scholars to be successful, our parents will have multiple opportunities to learn, provide insight, engage in the progress of their child's academics and share responsibilities for our scholars' growth and success. Because they are going to feel welcomed, they will be willing to embrace and commit to their child's success.

OUR COMMUNITIES in Horizon Vista Academy will promote and provide community service to our scholars and families. Our surrounding communities will be positive role models to help build a well-rounded scholars, self-directed, life-long learners and strong family relationships.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers internalization of Curriculum (training) to scaffold for students academic needs . **Root Cause:** Lack of clear expectations to parents regarding curriculum

**Problem Statement 2:** High Staff turnover more investment and systems and procedures needed. **Root Cause:** Staff not treated fairly; lack of communication

# Priority Problem Statements

**Problem Statement 1:** Lack of parent communication (surface level)

**Root Cause 1:** Inconsistency of grade level celebrations (throughout the school year)

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lack of school-wide calendar of events

**Root Cause 2:** miscommunication of campus events and activities school-wide

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Prioritize targeted groups (special pops) Targeted goal A=50 or B=40. Not met

**Root Cause 3:** Lack of training and late start of SIOP strategies for special pops and teachers.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** We did not close the gap for all (tiered) tested scholars for Math and Reading assessment.

**Root Cause 4:** late start in intervention, tutorials, and re-teach

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Lack of teacher training with academic curriculum

**Root Cause 5:** Consistent teacher coaching within academic curriculum

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** High teacher absenteeism

**Root Cause 6:** Campus staff commitment with clear expectations

**Problem Statement 6 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: 85% Staff Retention





IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

**Performance Objective 1:** Our team and family will uncover their full potential through fidelity to the coaching cycle.

**High Priority**

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will get weekly coaching and support to unpack STAAR Assessments and Modules to construct effective lesson plans. <b>Strategy's Expected Result/Impact:</b> Teachers will get the feedback necessary to show growth within their delivery of purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and coaches will engage in lesson rehearsals daily to ensure proper execution of rigorous first instruction. <b>Strategy's Expected Result/Impact:</b> Ensuring that first instruction meets the needs of priority scholars and is ready to be launched for the day with teachers receiving peer and coach feedback to enhance purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will get weekly and bi-weekly instructional observations with on spot coaching followed up with a coaching conversation and being coached to mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will get a weekly or bi-weekly instructional feedback using "See it, Name it, Do it" to help them internalize instructional feedback. All teachers will be provided next steps at their scheduled coaching session and will be coached to mastery before another action step is assigned.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and APIs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
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## Goal 1: 85% Staff Retention

IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

**Performance Objective 2:** Our team and family will have concrete communication to align our vision as a campus.

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will engage in daily morning huddle to name their instructional priorities and cascade important campus information. <b>Strategy's Expected Result/Impact:</b> To increase communication and campus alignment. <b>Staff Responsible for Monitoring:</b> Admin Lead Team & Grade Team Leaders  <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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers will be provided a mentor to help their ongoing understanding of their role. <b>Strategy's Expected Result/Impact:</b> Support new IDEA teachers to navigate their roles as new or incoming teachers. Provide a support system for success for new and incoming teachers. <b>Staff Responsible for Monitoring:</b> Assigned Mentor Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
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



**Goal 1: 85% Staff Retention**

IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

**Performance Objective 3:** Our team will be held accountable to high standards of professionalism and ongoing growth.

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will report out Daily Exit Ticket Data to hold themselves accountable towards the campus goals. <b>Strategy's Expected Result/Impact:</b> Provide feedback on how to improve daily scholar performance data. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will engage in weekly Path to an A PD with assigned pre-work to be held accountable towards their progress as a teacher at IDEA Public Schools. <b>Strategy's Expected Result/Impact:</b> Increase their understanding and execution of purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate in a monthly Staff Meeting to review campus PTG. <b>Strategy's Expected Result/Impact:</b> Ensure that everyone at the campus internalizes their contributions to become an A rated campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
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## Goal 2: School Meets Enrollment Goal

IDEA Horizon Vista will continue to close the achievement gap and ensure equity by providing effective, equitable, and active learning by meeting our enrollment goal in the Horizon community.

**Performance Objective 1:** IAHV will be at 100% enrolled by 11th day of new school year

**Evaluation Data Sources:** Stream, Powerschool registered scholars







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold Fall and Spring Recruitments <b>Strategy's Expected Result/Impact:</b> 100% enrollment by 11th day of new school year <b>Staff Responsible for Monitoring:</b> APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Build community partnerships <b>Strategy's Expected Result/Impact:</b> This will help with the campus with recruiting new families. Free advertisement <b>Staff Responsible for Monitoring:</b> APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 2: School Meets Enrollment Goal

IDEA Horizon Vista will continue to close the achievement gap and ensure equity by providing effective, equitable, and active learning by meeting our enrollment goal in the Horizon community.

### Performance Objective 2: 90% of scholars will re-register by March 2023 deadline

**Evaluation Data Sources:** Powerschool registered, Stream data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reward teacher and co-teachers who can get 100% of their homerooms re-registered for next school year <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use incentives (school swag) to promote re-registration <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
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### Goal 3: School Achieves an "A" Rating from TEA

IDEA Horizon Vista is focused on delivering results and achieving academic excellence through our purposeful first instruction and academic intervention.

#### Performance Objective 1: 100% of our Scholars will Receive Purposeful First Instruction

**Evaluation Data Sources:** Daily STAAR Aligned Exit Tickets - TEA Interim Assessments - District Assessment - Semester Exams - Spring STAAR Mock - Mastery Machine Data Tracking - STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Effective unpacking of units and assessments to ensure teachers are teaching through What/How Key Points. <b>Strategy's Expected Result/Impact:</b> To ensure that teachers are having purposeful first instruction through "what/how" key points. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of STAAR aligned CFU's and Exit Tickets <b>Strategy's Expected Result/Impact:</b> Ensuring that students have the the correct practice to enable their success on the STAAR exam. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Daily Lesson Rehearsals, Weekly Classroom Observations and Weekly Coaching Conversations to provide feedback on executing purposeful first instruction. <b>Strategy's Expected Result/Impact:</b> Teachers receive ongoing feedback and and coaching to improve their craft as teachers as they deliver purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
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



### Goal 3: School Achieves an "A" Rating from TEA

IDEA Horizon Vista is focused on delivering results and achieving academic excellence through our purposeful first instruction and academic intervention.

**Performance Objective 2:** Instructional Differentiation Support to Ensure Instructional Equity and Support for our Emergent Bilinguals and Special Education Scholars.

**Evaluation Data Sources:** Daily STAAR Aligned Exit Tickets - TEA Interim Assessments - District Assessment - Semester Exams - Spring STAAR Mock - Mastery Machine Data Tracking - STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ongoing Professional Development, Coaching Conversations and Feedback on Differentiation of Instruction.  <b>Strategy's Expected Result/Impact:</b> To ensure that teachers are equipped to serve and differentiate first instruction to our priority scholars. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of STAAR classrooms implement the C6 Biliteracy - SIOP - Kagan - Collaborative Structures Criteria of Success to ensure that our priority scholars are interacting with the curriculum in a meaningful way.  <b>Strategy's Expected Result/Impact:</b> Our priority scholars will be able to comprehend and apply their learning objectives and show mastery on their exit tickets. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide teachers with Individualized Learning Plans, Trackers, and Inclusion Instruction Teachers for Emergent Bilinguals and Special Education scholars. <b>Strategy's Expected Result/Impact:</b> Ensure that we have the right mechanism in place to track and support our priority scholars. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <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	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

#### Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

#### Performance Objective 1: Attend ADA huddles every day to monitor scholars attendance

Evaluation Data Sources: ADA Huddles







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a tracker to identify trends and patterns of each scholars absences <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> APO, Principal, APIs, School Counselors, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher Communication to parents on a daily basis when scholars are absent <b>Strategy's Expected Result/Impact:</b> High impact <b>Staff Responsible for Monitoring:</b> Teachers, APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

**Performance Objective 2:** All stakeholders are communicating with parents regarding absences on a daily and weekly basis

**Evaluation Data Sources:** ADA huddles, attendance conference meetings, reports of daily attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily communication from teacher to address absence <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> Teachers and APO  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Celebrating scholars who are meeting attendance on a monthly basis. <b>Strategy's Expected Result/Impact:</b> High impact <b>Staff Responsible for Monitoring:</b> APO and School Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
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#### Goal 4: 97.5% Average Daily Attendance





IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

**Performance Objective 3:** Our team and family will uncover their full potential through fidelity to the coaching cycle.

##### High Priority

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will get weekly coaching and support to unpack STAAR Assessments and Modules to construct effective lesson plans. <b>Strategy's Expected Result/Impact:</b> Teachers will get the feedback necessary to show growth within their delivery of purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and coaches will engage in lesson rehearsals daily to ensure proper execution of rigorous first instruction. <b>Strategy's Expected Result/Impact:</b> Ensuring that first instruction meets the needs of priority scholars and is ready to be launched for the day with teachers receiving peer and coach feedback to enhance purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will get weekly and bi-weekly instructional observations with on spot coaching followed up with a coaching conversation and being coached to mastery. <b>Strategy's Expected Result/Impact:</b> Teacher will get a weekly or bi-weekly instructional feedback using "See it, Name it, Do it" to help them internalize instructional feedback. All teachers will be provided next steps at their scheduled coaching session and will be coached to mastery before another action step is assigned. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

#### Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

**Performance Objective 4:** Our team and family will have concrete communication to align our vision as a campus.

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will engage in daily morning huddle to name their instructional priorities and cascade important campus information. <b>Strategy's Expected Result/Impact:</b> To increase communication and campus alignment. <b>Staff Responsible for Monitoring:</b> Admin Lead Team & Grade Team Leaders  <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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers will be provided a mentor to help their ongoing understanding of their role. <b>Strategy's Expected Result/Impact:</b> Support new IDEA teachers to navigate their roles as new or incoming teachers. Provide a support system for success for new and incoming teachers. <b>Staff Responsible for Monitoring:</b> Assigned Mentor Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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>				





**Goal 4: 97.5% Average Daily Attendance**

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

**Performance Objective 5:** Our team will be held accountable to high standards of professionalism and ongoing growth.

**Evaluation Data Sources:** Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will report out Daily Exit Ticket Data to hold themselves accountable towards the campus goals. <b>Strategy's Expected Result/Impact:</b> Provide feedback on how to improve daily scholar performance data. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will engage in weekly Path to an A PD with assigned pre-work to be held accountable towards their progress as a teacher at IDEA Public Schools. <b>Strategy's Expected Result/Impact:</b> Increase their understanding and execution of purposeful first instruction. <b>Staff Responsible for Monitoring:</b> Principal and APIs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate in a monthly Staff Meeting to review campus PTG. <b>Strategy's Expected Result/Impact:</b> Ensure that everyone at the campus internalizes their contributions to become an A rated campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Goal 5: 90% Student Persistence Goal

The best way to keep our promise of College for All is if we are able to bring the joy into our classrooms, hallways, and hearts of every scholar! We are focused that all scholars are empowered and supported in a way that motivates them to stay at our school.

**Performance Objective 1:** 90% of scholars re-register for new school year.

**Evaluation Data Sources:** Stream, Powerschool registration

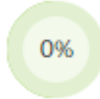





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers are contacting their homeroom parents for re-registration. <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> APO and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Competition <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> APO and Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 5: 90% Student Persistence Goal

The best way to keep our promise of College for All is if we are able to bring the joy into our classrooms, hallways, and hearts of every scholar! We are focused that all scholars are empowered and supported in a way that motivates them to stay at our school.

### Performance Objective 2: Track levers on a daily basis

**Evaluation Data Sources:** Mission list, daily tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GTL huddle address any possible levers to GTL <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> School counselor and GTLs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Follow up with any possible levers by School Counselor <b>Strategy's Expected Result/Impact:</b> High Impact <b>Staff Responsible for Monitoring:</b> School Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 0%
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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Complete		Complete	
	Locus Dashboards: CSI, STARR, AP  CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	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		Complete	

**2021-22 Student Achievement Improvement Plan**  
**ACADEMY**

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	1) TELPAS Development	O	EL's	LPAC coordinator	BOY to EOY	\$50,000		
	2) Content Development	S	All	API	BOY to EOY	PD		
	3) SPED/ RTI	RR, S	SE	Counselor	Q1	POPs Binder		
	4) Lesson Rehearsal	S, E	All	API	BOY to EOY	Curriculum Materials		
	5. 97.5% ADA	O	All	GTL	BOY to EOY	ADA Tracker		
1G	1. Implement collaborative strategies daily	S	All	STAAR Teacher	BOY to EOY	SIOP/Kagen Trainings		
	2 Implement cross genre materials	S	All	STAAR Teacher	BOY to EOY			
	3. Implement manipulatives daily	S	All	STAAR Teacher	BOY to EOY	Manipulatives		
	4. Effective lesson plans approved	S	All	API	BOY to EOY			
	5. Frequent formative/summative assessments	S	All	STAAR Teacher/API	BOY to EOY	Mirrored STAAR questions		
1I	1) Script Praticce	D	All	Segura	BOY to EOY	Mcgraw Hill/ Summer PD		
	2) Script Fidelity	D	All	Segura	BOY to EOY	Mcgraw Hill/ Summer PD		
	3) Tutoring	D	All	Segura	MOY to EOY	Extra Duty Pay		
	4) Intervention	D	All	Ms. Ruiz	BOY to EOY	Data		
	5) Attendance	D	All	Franco	BOY to EOY	ADA DATA		
1J	1)Quarterly RenstarAssesment	RR	AR, SE	A. Molinar	BOY to EOY	Renaissance		
	2)30 Min Daily Reading	RR	AR, SE	A. Molinar	BOY to EOY	Reading Log		
	3) RLA Tutoring	RR	AR, SE	A. Molinar	BOY to EOY	Extra duty pay		
	4 Daily supplemental IL time	RR	AR, SE	A. Molinar	BOY to EOY	Chrome Books		
	5)Parent Communication/Support	RR	AR, SE	A. Molinar	BOY to EOY	Remind		
2A	1. Monthly team builders	O	NA	GTL	BOY to EOY	\$75 per event		
	2. Weekly team newsletters	O	NA	Williams	BOY to EOY	SMORES Website (\$75)		
	3. Teacher of the month	O	NA	API	BOY to EOY	Gift Cards (\$100)		
	4. Calendaring of events ahead of time	O	NA	GTL	BOY to EOY	Agenda		
	5. Frequent check ins with manager	O	NA	API/ GTL	BOY to EOY	Email, communication		
2B	1. Pre Survey quarterly	O	NA	Counselor	Q1, Q2,Q3,Q4	Google Survey		



## Annual Performance Objectives (APO)

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

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

### 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

## Comprehensive Needs Assessment

### ACADEMY

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

	Pre-K	Kinder	First	Second	Pk-2	Met/Not Met
% Students	46%	96%	26%	17%	28%	

#### Data Source: STAAR Academy

	Grade 3	Grade 4	Grade 5	3-5	MM Goal	
% Approaches	65%	NA	NA	17%	Not Met	
% Meets	31%	NA	NA			
% Masters	15%	NA	NA			
% Student Achievement	31%	NA	NA			
% Meet 2 year growth	NA	NA	NA			

#### Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	31%	
% of SPED Passing STAAR	50%	

### Reflections

Areas of Strength	Areas of Need
1. Lesson Rehearsals	1. Starting lesson rehearsals from BOY
2. Implementation of manipulatives	2. Implenting RTI accomodations from BOY
3. Training and implementation of Kagen/SIOP strategies	3. Receiving maniuplatives and training to implement from BOY

## IDEA Horizon Vista 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	94%	50%	33%	75%	1.11%	44.22%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					98.90%	55.78%
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	71%	N/A	N/A	N/A		
% Meets	43%	N/A	N/A	N/A		
% Masters	24%	N/A	N/A	N/A		
SAS	46%	N/A	N/A	N/A		
% Student Achievement Average	43%	N/A	N/A	N/A		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	17%					
% of CSI Passing STAAR	18%					
% of SPED Passing STAAR	50%					

Reflections	
Areas of Strength	Areas of Need
1 Effective use of daily lesson rehearsal	1 Implementation of RTI accommodations from BOY
2 Implementation of Kagan/SIOP strategies	2 Timely Q1 tutorial sessions
3 Lesson completion at mastery for DI classrooms	3 Creating time for re-teach sessions

## Comprehensive Needs Assessment

## ACADEMY

## 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	90%	95%	95%	90%	92%	N/A

## Data Source: Science 3-5

	STAAR Science Grade 5	Scaling PK - 3rd Grade
% Approaches		
% Meets		
% Masters		
% Student Achievement Average		

## Reflections

Areas of Strength	Areas of Need
1 All levels at 90% or above	1 Start to scale 5th grade STAAR into lower levels
2 Helped with persistence	2 Look at ways to connect science with our farm
3 Active labs in all grade levels	3 Train teachers on how to serve Domain III scholars

Idea Horizon Vista

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-3

	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	Humanities Fifth on Grade Level
% Students	94	50	33	75	65	N/A	N/A

Reflections

Areas of Strength	Areas of Need
1. Lesson implementation and rehearsals used effectively.	1. Ensuirng all topics are covered for the end of the year exam.
2. Hands on exercises implemented.	2. Using cross curricular topics to tie in learning.
3. Continous development throughout lesson implemetnation and areas of gap.	3. Continous usage of visual aids to help supplement lessons.

## 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	11%	26%	23%	35%	43%
% Intermediate	27%	41%	35%	36%	34%
% Advanced	36%	29%	25%	19%	23%
% Advanced High	31%	16%	15%	8%	0%

## Reflections

Areas of Strength	Areas of Need
1) Keeping teachers accountable on their ratings	1) Creating more urgency with teachers knowing TELPAS
2) Creating Clear expectations on TELPAS	2) Giving the teacher backgrounds on how telpas helps the school get an A
3) Organization making sure everything was organized	3) Teacher's aggressive monitoring to make sure there is not errors

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	90%
% Teacher Retention	88%
% Campus Support Retention	90%
% SPED Teacher Retention	86%
% State/National Certified Teachers	26%
% State Certified Leaders	40%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	70

Reflection	
Areas of Strength	Areas of Need
1. Monthly team builder	1. Timeliness of communication
2. Relevant and frequent PD sessions	2. Equal prioritization and coaching for each grade level
3. Strong Team & Family Culutre built from BOY	3. Accountability for staff attendance

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	95.60%
% Overall Persistence	88%
% New Student Persistence	90%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	6%
% ELL	40%
% Eco Dis	79.50%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	95%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific- Islander	0%
% White	3%
% Male	65%
% Female	35%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Quarterly Meet the Teacher nights and award ceremonies	1. Open house at BOY
2. STAAR Parent Nights	2. Consistency in grade level celebrations
3. Quarterly Festivals	3. Addressing communication through phone calls or face-to-face interaction rather than depend on Remind

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	90%
% Families who attended Winter Festival	85%
% Families who attended Spring Festival	98%

Reflection	
Areas of Strength	Areas of Need
Community engagement in school events.	Parent volunteers. (Booster Club)
Met over enrollment goal.	Teacher/ Admin participation.
Capturing team and family within the community.	Organization and timely communication of events.