

# **IDEA Public Schools**

## **Horizon Vista College Prep**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 16, 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

Our school is a public charter dedicated to guide and prepare scholars for a 4 year college or university. It was founded in 2020 in the small town of of Horizon City, TX. Currently, we serve grades 6-8 and plan to expand one grade level every year until we graduate our first senior class in 2027. In the short time that we've been open we have hit internal instructional goals and for the 2021-2022 school year we have been designated an A rated campus.

Our enrollment has seen incremental increases. In 2020 we launched with 74 sixth graders and saw an increase the following year to 90 and this year to 94. Our 7th grade class grew significantly from 84 to 111 and we have 107 eighth graders, which is a significant increase from the 74 that launched in this cohort.

The community is primarily Hispanic and economically disadvantaged (see table below) and more than half are Emergent Bilingual, 63%.

Last year, we hit an average of 93% attendance, 88% overall persistence and 81% new student persistence.

### Horizon Vista

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: School Culture and Climate

Campus %

% Average Daily Attendance 93.40%

% Overall Persistence 87.92%

% New Student Persistence 81.08%

# of Admin Withdrawals/  
Level 3 Offenses 0

% SPED 15.38%

% ELL 63%

### Horizon Vista

% Eco Dis	73%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	93%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	52%
% Female	48%

### Demographics Strengths

See PDF Addendum for more information

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Lack of after school clubs to promote investment in school. **Root Cause:** Monies were not prioritized for this initiative.

**Problem Statement 2 (Prioritized):** Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause:** Staff was not prioritized or effective GRPI/ plan layed out

# Student Learning

## Student Learning Summary

Horizon Vista is an "A" rated campus for the 21-22 school year. We got 5 out of the 5 distinctions that we were eligible to receive. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. We earned them in ELA/Reading, Mathematics, Comparative Academic Growth, Post-Secondary Readiness and Comparative closing the gaps.

## Student Learning Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** A set process tackling key skills to improve vertical alignment across grade levels in ELA **Root Cause:** Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers

**Problem Statement 2 (Prioritized):** Greater emphasis on writing and explaining thought process of mathematical concepts. **Root Cause:** Prioritizing and defining specific times when the above can be done without sacrificing pace

# School Processes & Programs

## School Processes & Programs Summary

Campus instructional leaders are developed through one to one coaching, rounds and coaching academy. There are also PD opportunities throughout the year to hone their skills and an opportunity to attend Relay.

During Instructional Rounds we identify trends in teaching that cause instructional gaps and use that data to build the professional development for the end of the week.

We use the GET document to norm on best practices and coach and develop teachers using it as a guide. We are data responsive and are constantly analyzing data to find gaps and misconceptions.

## 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):** Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones. **Root Cause:** Adult culture was not prioritized

**Problem Statement 2 (Prioritized):** Greater emphasis on work-life balance--clear guidelines on work expectations. **Root Cause:** Adult culture was not prioritized.

# Perceptions

## Perceptions Summary

At IDEA Horizon Vista we use Restorative Circles to reduce conflict between all stakeholders. In the past year more than half of the faculty resigned because of poor adult culture. Staff perception was that administration was not in tune with any of their personal needs and saw no movement toward making the situation better. However, community involvement is high and you can plainly see because of the attendance to family engagement events.

## Perceptions Strengths

See PDF Addendum for more information

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Capturing parent data for campus initiatives. **Root Cause:** No plan in place to survey parents

**Problem Statement 2 (Prioritized):** System breakdown when collecting data on attendance for family engagement events **Root Cause:** No plan in place to capture attendance data

# Priority Problem Statements

**Problem Statement 1:** Lack of after school clubs to promote investment in school.

**Root Cause 1:** Monies were not prioritized for this initiative.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Ongoing collaboration with students and parents to share campus vision and programs being offered.

**Root Cause 2:** Staff was not prioritized or effective GRPI/ plan layed out

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** A set process tackling key skills to improve vertical alignment across grade levels in ELA

**Root Cause 3:** Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Greater emphasis on writing and explaining thought process of mathematical concepts.

**Root Cause 4:** Prioritizing and defining specific times when the above can be done without sacrificing pace

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones.

**Root Cause 5:** Adult culture was not prioritized

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

**Problem Statement 6:** Greater emphasis on work-life balance--clear guidelines on work expectations.

**Root Cause 6:** Adult culture was not prioritized.

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

**Problem Statement 7:** Capturing parent data for campus initiatives.

**Root Cause 7:** No plan in place to survey parents

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** System breakdown when collecting data on attendance for family engagement events

**Root Cause 8:** No plan in place to capture attendance data

**Problem Statement 8 Areas:** Perceptions

# 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
- 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
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## 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
- 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
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership 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
- Study of best practices









# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** Horizon Vista College Prep will retain 85% of employees for the 22-23 school year.

**High Priority**

**Evaluation Data Sources:** IDEA Dashboard- Retention

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Setting up a clear process in which teachers can give feedback and input e.i specified office hours for feedback, feedback meetings for specific and relevant subjects, quarterly surveys <b>Strategy's Expected Result/Impact:</b> Employees who know they are heard are more engaged and productive. When staff members have a voice, they're willing to use it. One study found that, while companies are looking for new ways to improve, 82% of their staffers have ideas that could help achieve their goals. <b>Staff Responsible for Monitoring:</b> Lead Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Incentives and differentiation for varying TCP levels i.e differentiated PD opportunities, extra check-ins and support for lower TCP levels, influence and public recognition <b>Strategy's Expected Result/Impact:</b> Offering incentives and differentiated support can encourage employees to work to their full potential, and more importantly, feel appreciated. <b>Staff Responsible for Monitoring:</b> Lead Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 1 Problem Statements:







<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones. <b>Root Cause:</b> Adult culture was not prioritized
<b>Problem Statement 2:</b> Greater emphasis on work-life balance--clear guidelines on work expectations. <b>Root Cause:</b> Adult culture was not prioritized.

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

**Performance Objective 1:** 100% of IDEA scholars will be accepted to a 4 year college or university of their choice.

**High Priority**

**Evaluation Data Sources:** Horizon Vista graduation and acceptance rate in 2027

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build a college identity. <b>Strategy's Expected Result/Impact:</b> During the middle school years, it offers students the opportunity to improve academically by creating a focused learning environment and generating a sense of pride, loyalty, and ownership. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Demographics 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:**

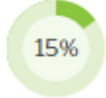





Demographics
<b>Problem Statement 2:</b> Ongoing collaboration with students and parents to share campus vision and programs being offered. <b>Root Cause:</b> Staff was not prioritized or effective GRPI/ plan layed out



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

**Performance Objective 2:** 27% of the class of 2027 will pass TSI.

**Evaluation Data Sources:** TSI passing rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify all high performing 8th graders based on STAAR mastery and offer accelerated courses during the summer. <b>Strategy's Expected Result/Impact:</b> High performers can focus on TSI there 8th grade year <b>Staff Responsible for Monitoring:</b> Lead team and Math teachers  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**





Demographics
<b>Problem Statement 2:</b> Ongoing collaboration with students and parents to share campus vision and programs being offered. <b>Root Cause:</b> Staff was not prioritized or effective GRPI/ plan layed out
Student Learning
<b>Problem Statement 1:</b> A set process tackling key skills to improve vertical alignment across grade levels in ELA <b>Root Cause:</b> Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers <b>Problem Statement 2:</b> Greater emphasis on writing and explaining thought process of mathematical concepts. <b>Root Cause:</b> Prioritizing and defining specific times when the above can be done without sacrificing pace







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

**Performance Objective 1:** Horizon Vista CP achieves an overall passing rate of 90/60/30 and all available distinctions for the 22-23 school year.

**High Priority**

**Evaluation Data Sources:** State assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focus on Domain III subgroups i.e early identification and intervention, robust tracking systems, evolving goal conversations and incentive systems for growth  <b>Strategy's Expected Result/Impact:</b> Domain III holds schools accountable for the growth of each individual student and broadens the focus instead of targeting one specific group of students, i.e bubble kids <b>Staff Responsible for Monitoring:</b> Asst. Principal of Instruction Principal Faculty  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data Responsive i.e exit ticket analysis per period to determine gaps in learning and tweak lessons for the following period, SWAMS, morning data huddles, data conversations 24-48 hours after exam etc...  <b>Strategy's Expected Result/Impact:</b> Use a continuous flow of data to adjust instruction and provide tailored lessons for the whole group, small groups, or individual students. <b>Staff Responsible for Monitoring:</b> Asst. Principal of Instruction Principal Faculty  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teacher Coaching and Development i.e use the GET and Get Better Faster to determine a clear monthly and weekly coaching focus <b>Strategy's Expected Result/Impact:</b> Effective coaching keeps the focus on teaching and learning and is the most effective way to improve student outcomes. It supports teachers who need the support and encourages others to further their skill. <b>Staff Responsible for Monitoring:</b> Asst. Principal of Instruction Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 2:</b> Ongoing collaboration with students and parents to share campus vision and programs being offered. <b>Root Cause:</b> Staff was not prioritized or effective GRPI/ plan layed out
Student Learning
<b>Problem Statement 1:</b> A set process tackling key skills to improve vertical alignment across grade levels in ELA <b>Root Cause:</b> Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers <b>Problem Statement 2:</b> Greater emphasis on writing and explaining thought process of mathematical concepts. <b>Root Cause:</b> Prioritizing and defining specific times when the above can be done without sacrificing pace
School Processes & Programs
<b>Problem Statement 2:</b> Greater emphasis on work-life balance--clear guidelines on work expectations. <b>Root Cause:</b> Adult culture was not prioritized.

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

**Performance Objective 2:** IDEA Horizon Vista will meet 90% of all Domain III sub pop targets.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of teachers will have sub-pop trackers and be trained on aggressive monitoring of those sub-pops. <b>Strategy's Expected Result/Impact:</b> Sup pops will meet growth and academic achievement at high rates. <b>Staff Responsible for Monitoring:</b> School community  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Performance Objective 2 Problem Statements:**

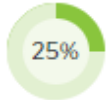



Student Learning
<b>Problem Statement 1:</b> A set process tackling key skills to improve vertical alignment across grade levels in ELA <b>Root Cause:</b> Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers
<b>Problem Statement 2:</b> Greater emphasis on writing and explaining thought process of mathematical concepts. <b>Root Cause:</b> Prioritizing and defining specific times when the above can be done without sacrificing pace







#### Goal 4: Increase student daily attendance

**Performance Objective 1:** IDEA Horizon Vista College Prep will end the 22-23 school year with an average of 97% in daily attendance.

##### High Priority

**Evaluation Data Sources:** Power School Attendance Tracker  
IDEA ADA Dashboard

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Build strong relationships with families and students i.e identifying a person of influence for 100% of families, committing to making one positive contact per month to 100% of families, family communication systems are monitored for use and effectiveness, incentives for teachers, students, and parents.  <b>Strategy's Expected Result/Impact:</b> Strong relationships provide a foundation for student engagement and belonging. The higher the quality of the relationships students have with faculty and staff, the better their engagement in school.  <b>Staff Responsible for Monitoring:</b> Asst. Principal of Operations Counselor  <b>Problem Statements:</b> Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Effective execution of the Escalation Matrix i.e ensure that each owner is involved in the process and meetings with fidelity, norm with APO on an accountability system for follow-through, review and strategize next steps for students with chronic absences, etc.  <b>Strategy's Expected Result/Impact:</b> When the Escalation Matrix is used with fidelity it holds the parents accountable for their childrens' absences and usually stops the behavior before it becomes chronic.  <b>Staff Responsible for Monitoring:</b> Asst. Principal of Operations  <b>Problem Statements:</b> Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> ADA Data Visibility i.e posted on social media, displayed in hallways, displayed on the marquee, etc.. <b>Strategy's Expected Result/Impact:</b> Data visibility brings awareness of the goal and the rationale for it. Awareness can be a tool for advocacy. It can be very powerful because it will educate parents about the topic and encourages them to participate in bringing change if change is needed. <b>Staff Responsible for Monitoring:</b> Asst. Principal of Operations Counselor  <b>Problem Statements:</b> Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue











#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Ongoing collaboration with students and parents to share campus vision and programs being offered. <b>Root Cause:</b> Staff was not prioritized or effective GRPI/ plan layed out

## Goal 5: Increase student persistence

**Performance Objective 1:** IDEA Horizon Vista will welcome back 90% of its student body in the 23-24 school year and retain 90% of new enrollees.

**Evaluation Data Sources:** IDEA Persistence Data Dashboard  
Powerschool Enrollment counts for the 23-24 school year

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Building relationships with parents i.e 100% of families will receive at minimum 1 positive contact per month, 5 contacts to parents at minimum per week from teachers, parent weekly newsletter, one family engagement event per month.  <b>Strategy's Expected Result/Impact:</b> To build a shared commitment to the child's well-being and success. <b>Staff Responsible for Monitoring:</b> Counselor Asst. Principal of Operations  <b>Problem Statements:</b> Demographics 2 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Building relationships with scholars i.e celebratory assemblies recognizing exemplar scholar work and Core Values, provide opportunities for genuine student interactions with faculty and staff, etc...  <b>Strategy's Expected Result/Impact:</b> Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning. In turn, building a sense of belonging in the school community  <b>Problem Statements:</b> Demographics 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Weekly meetings (Grade Level Meetings, GTL/Lead Team Tactical, ADA Huddles) i.e identify scholars who are expressing ideas of leaving the school, identify scholars with excessive absences, identify scholars who are failing one or more classes.  <b>Strategy's Expected Result/Impact:</b> By using tracking systems and discussing solutions through meetings for excessive absences, failures and expressions of dissatisfaction, which are all telltale signs that a student is less likely to return, we can intervene before the final decision is made to leave the school. <b>Staff Responsible for Monitoring:</b> Counselor Asst. Principal of Operations.  <b>Problem Statements:</b> Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 1:</b> Lack of after school clubs to promote investment in school. <b>Root Cause:</b> Monies were not prioritized for this initiative.
<b>Problem Statement 2:</b> Ongoing collaboration with students and parents to share campus vision and programs being offered. <b>Root Cause:</b> Staff was not prioritized or effective GRPI/ plan layed out
Perceptions
<b>Problem Statement 1:</b> Capturing parent data for campus initiatives. <b>Root Cause:</b> No plan in place to survey parents
<b>Problem Statement 2:</b> System breakdown when collecting data on attendance for family engagement events <b>Root Cause:</b> No plan in place to capture attendance data



Goal 5: Increase student persistence

Performance Objective 2: IDEA Horizon Vista will teach 100% of middle school students conflict resolution.







Evaluation Data Sources: Master Schedule  
Friday Catalyst rotations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Present a restorative circle leson every Friday. <b>Strategy's Expected Result/Impact:</b> A decrease in office referrals due to conflict between students <b>Staff Responsible for Monitoring:</b> Homeroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 3: 90% of students meet Fitness gram standards.

Evaluation Data Sources: Minutes logged in PE.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly check-ins with PE coach to evaluate growth. <b>Strategy's Expected Result/Impact:</b> 100% of students meet their active minutes. <b>Staff Responsible for Monitoring:</b> PE coach  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		0%	PTG		0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps		
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.  Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required			
	Locus Dashboards: CIS STARR, AP  Campus IB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> 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.	Pending		Action Required			
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required			
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboards: ACT, AP, TSI  Campus IB Reports  Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.  Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <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.	Pending		Action Required			
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			

## Campus Name

# 2021-22 Student Achievement Improvement Plan - College Prep

## COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2E	Focus on Vocabulary Words/Meaning	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, IXL	Lesson Plans, Observations, Student Content Trackers	STAAR, BWA, MM, EOM
2E	Fluency Development continued in STAAR Grades	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, IXL	Lesson Plans, Observations, Student Content Trackers	STAAR, BWA, MM, EOM
2E	Novel study conducted during electives	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, Journals, Dictionaries, AR/HOTSOT	Bi-Weekly, Lesson Plans and Observations	STAAR, BWA, MM, EOM
1A	Students will use reflection journals twice a week in every subject to prepare for TELPAS	O	ALL	Teachers and API's	8.4.22-6.11.23	Journals	Bi-Weekly, Lesson Plans and Observations	TELPAS
2E	Homeroom teachers will be held accountable for AR/HS goals (weekly points earned and percentage) of their students by using a tracker in homeroom class	RR	ALL	AR/HOTSPOT TEACHER	8.4.22-6.11.23	AR/HOTSPOT	Accuracy Report, Word Masters, Royal Readers	AR Data Report
1A	SIOP strategies practiced in every classroom to assist ELLs	O	ELL	Teachers and API's	8.4.22-6.11.23	API's, Teacher s	Bi-Weekly, Lesson Plans and Observations	TELPAS
1A	Students should practice creative writing weekly through Morning Meeting	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plans and Observations	STAAR, BWA, MM, EOM
1A	Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee)	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Progress monitoring meetings will be conducted every three weeks to develop intervention and enrichment plans	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Daily exit ticket data by Subpopulations	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Track Exit tickets on white boards outside	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Published writing via Student Treasures Publishing	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plans and Observations	STAAR, BWA, MM, EOM

## Campus Name

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

#### COLLEGE PREP

1H	CSI quarterly PTGs	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Early start on after school tutorials	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Intervention by based on student need	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	More planning time during half days/Conf. time		ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1F		O	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	DI Placement Testing
1E	Backwards planning is tracked throughout the year to	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Students are held accountable for their goals by using	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Offer after school tutoring and access to AR Zone for	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Insure that struggling students are on the RTI plan and	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Student will use individualized data trackersto promote	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

**Campus Name**

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

**COLLEGE PREP**

1E	Student portfolios will be used to track student progress	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	STAAR Resources- Teacher planning resources	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, Lead4Ward, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Use STAAR data to provide intervention for students	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Align instruction to TEKS and STAAR objectives	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictionaries, IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM







Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

## Annual Performance Objectives (APO)

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

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

### Needs Assessment

S-STAAR  
D-DIBELS  
E-EOC  
A-ACT  
RR-Reading Renaissance  
ST-STAR for Math  
DR-Discipline Report  
AP-AP Tests  
O-Other

### Special Populations

All  
AR-At Risk  
ELL-English Language Learners  
ED-Economically Disadvantaged  
M-Migrant  
SE-Special Education

## Campus Name

### Comprehensive Needs Assessment

#### **COLLEGE PREP**

#### Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	23%	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	73	89				
% Meets	41	68				
% Masters	17	52				
% Student Achievement Average	44	70				

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

#### Reflections

Areas of Strength	Areas of Need
1. Alignment to the rigor and skill of end of year assessment.	1. Greater emphasis on academic class discussion--accountable talk.
2. Strong annotation skills to display learning and key understanding of texts.	2. Strong, direct instruction on writing--mechanics, grammar, and textual evidence.
3. Consistent feedback on gaps of student learning to improve understanding and outcomes.	3. "How to" process on tackling key skills to improve vertical alignment across grade levels.

32

0.375

## Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	79	90			
% Meets	41	57			
% Masters	15	30			
% Student Achievement Average	59	59			
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1. Frequent feedback to learning gaps in student learning.	1. Stronger direct instruction on conceptual understandings of math concepts.
2. Alignment to end of year assessments.	2. Greater emphasis on writing and explaining thought process.
3. Strong routines and systems on basic arithmetic.	3. Implementation of planning learning committees to foster collaboration and alignment.

## Campus Name

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	87%	90%				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1. Leveraging technology to reach all learners-edpuzzle, gimkit etc.	1. Greater emphasis on rigor that align to college ready standards. □
2. Strong understanding of concepts being talk in 8th science to create a roadmap for future learning.	2. Increase the number of labs to provide real world application to concepts being learned.
3. Consistent and frequent feedback to close daily learning gaps.	3. Increased coaching on scientific class discussions--accountable talk.

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	95%	91%	

#### Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

#### Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

#### Reflections

Areas of Strength	Areas of Need
1. Leveraging technology to reach all learners-nearpod. <input type="checkbox"/>	1. Greater emphasis on rigor that align to college ready standards.
2. Daily academic vocabulary practice.	2. Alignment to college ready humanities skills to prepare for AP courses.
3. Consistent and frequent feedback to close daily learning gaps. <input type="checkbox"/>	3. Direct and strong teaching in argumentative writing.



## Campus Name

### Comprehensive Needs Assessment

#### **COLLEGE PREP**

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3%	7%	5%	3%	39% 6th: 31 7th: 13
% Intermediate	20%	30%	23%	17%	
% Advanced	25%	50%	24%	18%	
% Advanced High	52%	14%	47%	61%	

#### Reflection

Areas of Strength	Areas of Need
1. Professional development for teachers on using the PLDs to rate student writing.	1. Frequent practice and feedback on the listening component of TELPAS--leverage Summit program.
2. Embedded class time to read books at student's zone of proximal development.	2. Strong instruction of academic vocabulary.
3. Targeted instruction in the classroom to provide feedback.	3. Coaching and developing on sheltered instruction.

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### 100% College Matriculation

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

#### Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
N/A	N/A	N/A	N/A	N/A	N/A

#### Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

## Campus Name

<b>Comprehensive Needs Assessment</b>	
<b>COLLEGE PREP</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	60%
<b>% Instructional Support Retention</b>	80%
<b>% Teacher Retention</b>	70%
<b>% Campus Support Retention</b>	50%
<b>% SPED Certified Teachers</b>	67%
<b>% State/National Certified Teachers</b>	100%
<b>% State Certified Leaders</b>	N/A
<b>% State/Board certified Counselors</b>	0%
<b>Number of teacher applicants per 2020-21 school year</b>	25

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
1. Quarterly temperature staff check points to gauge school climate.	1. Strong coaching and developing for special pops students--ELL and SpED.
2. Celebrations of staff birthdays to promote team building.	2. Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones.
3. Opportunities to build school clubs and develop leadership	3. Greater emphasis on work-life balance--clear guidelines on work expectations.

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.40%
% Overall Persistence	87.92%
% New Student Persistence	81.08%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	15.38%
% ELL	63%
% Eco Dis	73%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	93%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific- Islander	0%
% White	5%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Frequent celebrations of student successes to promote school culture	1. After school clubs to promote investment in school.
2. Campus activities, such as school dances, to foster student engagement	2. Ongoing collaboration with students and parents to share concerns
3. Strong Student Council program to build character and leadership	3. Quarterly presentations of academic progress of students to parents

## Campus Name

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

Reflections	
Areas of Strength	Areas of Need
1. Frequent opportunities for parents to visit and engage w	1. Capturing parent data for campus initiatives.
2. Campus tours for new families to visit the school commu	2
3. Strong social media presence to highligh campus success	3