

IDEA Public Schools
Lake Houston Academy
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 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**

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - Goal 1: Increase staff retention 13
 - Goal 2: All IDEA students matriculate to college 14
 - Goal 3: IDEA achieves an A rating 16
 - Goal 4: Increase student daily attendance 18
 - Goal 5: Increase student persistence 19
- Targeted Support Strategies 23
- Additional Targeted Support Strategies 24
- Title I Personnel 25
- Campus Funding Summary 26
- Addendums 27

Comprehensive Needs Assessment

Revised/Approved: November 3, 2022

Demographics

Demographics Summary

IDEA Lake Houston Academy is a public charter school located in Houston, TX. The population of students that we serve are below:

- 86% Economically Disadvantaged
- 65% ELL
- 34% African-American
- 64% Hispanic
- 2% White
- 5% Special Education
- 39% Male
- 61% Female

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High number of leavers (71/111) due to movers, transportation, or operations. **Root Cause:** High number of mobile families leaving the area for other opportunities and transportation issues.

Problem Statement 2: 49% of ELL students were reading on/above grade level. **Root Cause:** Not implementing reading, speaking, listening, and writing strategies consistently to support student needs.

Student Learning

Student Learning Summary

As a launching campus, we did not have a STAAR assessment. Please see TELPAS and math assessment data is below for K-2:

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15.70%	22.30%	19.67%	17.67%	16%
% Intermediate	33.33%	46.67%	42%	60%	45%
% Advanced	42%	25.33%	36%	21.30%	36%
% Advanced High	9.70%	12.30%	2.30%	1.67%	3%

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Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	91%	69%	79%	28%	Not Met

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 80% of K-2 students met Approaches on the final math assessment. **Root Cause:** Lack of differentiated learning for special populations.

Problem Statement 2: 75% of ELL scholars grew two or more levels on TELPAS exams. **Root Cause:** Lack of feedback on lesson planning and rehearsals to incorporate listening, speaking, writing, and reading skills in math.

School Processes & Programs

School Processes & Programs Summary

IA Lake Houston develops instructional leaders by real-time coaching (RTC) during instructional walks, tactical and check-in meetings, huddles, and during coaching academies. Leaders are clear with what is expected of them because they receive feedback that is aligned with the School Leader Levers (SLLs).

Professional development is provided when patterns of behavior are trended due to a lack of knowledge or skill in specific areas that are aligned to the most pressing need at the time.

To support powerful teaching and learning our teachers and leaders are recognized for their leadership moves and best practices.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause:** Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Perceptions

Perceptions Summary

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"

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Staff Quality, Recruitment, Retention

	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	78.57%
% Teacher Retention	86.67%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	n/a
% State Certified Leaders	n/a
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	n/a

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 19/111 leavers cited a lack of communication from the school. **Root Cause:** Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 2: Zero parent surveys were sent to families for feedback. **Root Cause:** Lack of knowledge of the platform used from the national team to administer the survey.

Priority Problem Statements

Problem Statement 1: High number of leavers (71/111) due to movers, transportation, or operations.

Root Cause 1: High number of mobile families leaving the area for other opportunities and transportation issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 80% of K-2 students met Approaches on the final math assessment.

Root Cause 2: Lack of differentiated learning for special populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager).

Root Cause 3: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 19/111 leavers cited a lack of communication from the school.

Root Cause 4: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals







Goal 1: Increase staff retention

Performance Objective 1: By the beginning of the 2023-24 school year, IDEA Lake Houston Academy will maintain at least 85% of staff by having performance managers complete weekly check-ins with their direct reports, as well as conducting Fun Fridays on the first Friday of each month to recognize Gators of the Month, daily shoutouts, and highlights of a staff meeting or exceeding specific goals and exhibiting our core values.

High Priority

Evaluation Data Sources: OneNote for weekly check-ins,
Teams for shoutouts
Locus Dashboard for data retrieval

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Direct managers When: Weekly What: Check-ins with direct reports, shout outs</p> <p>Who: Principals When: Weekly What: Report out data on staff retention in Data Brief</p> <p>Strategy's Expected Result/Impact: Maintain 85% staff retention Staff Responsible for Monitoring: Principal, APIs, APO, and School Counselor</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause:** Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

High Priority

HB3 Goal

Evaluation Data Sources: ALC meeting







Small group intervention

Track number of Masters scholars

Scripted higher-order thinking questions in lesson plans

Strategic grouping of students based on full-scale assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Teachers and Leaders When: Daily What: Real-time coach the most pressing need (academics and culture)</p> <p>Strategy's Expected Result/Impact: Receive a distinction in post-secondary readiness by TEA. Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. Root Cause: Lack of differentiated learning for special populations.</p>

School Processes & Programs

Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause:** Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

High Priority

HB3 Goal

Evaluation Data Sources: ALC Meeting

Small group intervention





Daily individual student tracking





Whole group tracking

Daily observations and real-time coaching using Teachboost

Differentiated instruction based on student work analysis meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Teachers and Leaders When: Daily What: Real-time coach the most pressing need (academics and culture) Strategy's Expected Result/Impact: Receive an A-rating from TEA. Staff Responsible for Monitoring: Principal and APIs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Interventionist to improve 3rd-grade reading performance.</p> <p>Funding Sources: Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Who: 3rd grade reading interventionist When: Conduct small group instruction to students reading below grade level Strategy's Expected Result/Impact: 60% of scholars meeting goals in CSI Staff Responsible for Monitoring: Interventionist teacher and API</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. Root Cause: Lack of differentiated learning for special populations.</p>
School Processes & Programs
<p>Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). Root Cause: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).</p>
Perceptions
<p>Problem Statement 1: 19/111 leavers cited a lack of communication from the school. Root Cause: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.</p>

Goal 4: Increase student daily attendance







Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive a minimum of 97% of average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Daily tracking of absences
 Monthly ADA incentives
 ADA escalation matrix

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, SIS Coordinator, Registrar, School Counselor, Teachers, APIs, Principal When: Daily What: Operating mechanism for daily attendance protocol fidelity Strategy's Expected Result/Impact: Maintain an average of 15 scholars absent per day. Staff Responsible for Monitoring: Principal, APO, School Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. Root Cause: Lack of differentiated learning for special populations.</p>

Goal 5: Increase student persistence

Performance Objective 1: By the eleventh day of the 2023-24 school year, IDEA Lake Houston Academy will maintain a minimum of 90% of student persistence.

High Priority

Evaluation Data Sources: Scheduled drills and crisis team meetings

Quarterly family engagement events







Daily and weekly student incentives

Weekly grade-level celebrations

Check-ins with students of concern

Extra-curricular activities

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: All Staff When: Daily What: Build a strong, positive customer service experience with all stakeholders Strategy's Expected Result/Impact: Maintain at least 90% student persistence year over year Staff Responsible for Monitoring: School Counselor, APO, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: High number of leavers (71/111) due to movers, transportation, or operations. Root Cause: High number of mobile families leaving the area for other opportunities and transportation issues.</p>

Perceptions







Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause:** Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 5: Increase student persistence

Performance Objective 2: By the eleventh day of the 2023-24 school year, IDEA Lake Houston Academy will have 100% of its Staff complete BOY Crisis Management / Emergency Response Training.

Evaluation Data Sources: Roadmap training from district
Campus crisis team meeting

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: All staff What: Complete BOY compliance training Strategy's Expected Result/Impact: Completion of all modules Application of skills Staff Responsible for Monitoring: Performance Managers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. Root Cause: Lack of differentiated learning for special populations.</p>
School Processes & Programs
<p>Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). Root Cause: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).</p>
Perceptions
<p>Problem Statement 1: 19/111 leavers cited a lack of communication from the school. Root Cause: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.</p>

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Lake Houston Academy will be named America's Healthiest Schools.

Evaluation Data Sources: Fitness Gram
 CNP Audits
 Health Station Audits

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: School leaders (CNP manager, Principal, APO) and teachers What: Complete CNP audits</p> <p>Strategy's Expected Result/Impact: Passing score on all CNP audits Staff Responsible for Monitoring: Cafeteria manager, APO</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. Root Cause: Lack of differentiated learning for special populations.</p>
School Processes & Programs
<p>Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). Root Cause: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).</p>
Perceptions
<p>Problem Statement 1: 19/111 leavers cited a lack of communication from the school. Root Cause: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Who: All staff What: Complete BOY compliance training

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Who: All staff What: Complete BOY compliance training

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1
	INTERVENTIONIST		1
Amanda Stanzel	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	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 TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<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 TELPAS 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		

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% composite 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

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	91%	69%	79%	28%	Not Met

Data Source: STAAR Academy

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

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1 - Alignment to DI on-track reading placement.	1 - Lesson plan feedback and alignment to standard.
2 - Consistent growth in grades 1st and 2nd.	2 - Differentiated learning for special populations.
3 - Maintained growth in Kinder.	3 - Incorporation of modeling and manipulatives during instruction.

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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		71%	66%	75%	0%	25%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Not Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches						
% Meets						
% Masters						
SAS						
% Student Achievement Average						
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	Areas of Need
1 - Consistent growth in lesson progress and mastery.	1 - Collaboration with DIPM.
2 - Error correction procedure implementation.	2 - CFS for delayed mastery test from DIPM.
3 - Lesson internalizations, rehearsals (skills and formats).	3 - Tracking of progress (student and teacher).

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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	
% Students					

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches		
% Meets		
% Masters		
% Student Achievement Average		

Reflections

Areas of Strength	Areas of Need

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Comprehensive Needs Assessment

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Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	
% Students					

Reflections

Areas of Strength	Areas of Need

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15.70%	22.30%	19.67%	17.67%	16%
% Intermediate	33.33%	46.67%	42%	60%	45%
% Advanced	42%	25.33%	36%	21.30%	36%
% Advanced High	9.70%	12.30%	2.30%	1.67%	3%

Reflections

Areas of Strength	Areas of Need
1 - Opportunities for speaking English during instruction during DI classes.	1 - Differentiated instruction for all areas.
2 - Peer tutoring and support.	2 - More opportunities for writing in all subject areas.
3 - Implementing accommodations for EL scholars.	3 - More opportunities for discourse.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	78.57%
% Teacher Retention	86.67%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	n/a
% State Certified Leaders	n/a
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	n/a

Reflection	
Areas of Strength	Areas of Need
1 - Providing clarity of expectations and modeling of expectations.	1 - Specific questions during interview.
2 - Consistent real-time coaching and feedback; able to see growth in direct reports and communicate it.	2 - Align with regional team during screening process.
3 - Team and Family through transparency and vulnerability.	3 - Create staff culture of growth and development through real time coaching and feedback.

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.46%
% Overall Persistence	86.34%
% New Student Persistence	86.33%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5%
% ELL	65%
% Eco Dis	86%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	0%
% Multi	0.00%
% Black-African-American	34%
% Native-Hawaiian-Pacific- Islander	0.00%
% White	2%
% Male	39%
% Female	61%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 - Increased modes of communication to parents over the year.	1 - High level of movers and transportation issues.
2 - Student engagement activities for inclusivity.	2 - Systems for ADA
3 - Celebrations of student growth and achievement.	3 - Communication to parents

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflection	
Areas of Strength	Areas of Need
1 - Advertising (flyers, Facebook, Remind messaging)	1 - Tracking system for attendees (QR codes or MS Forms)
2 - Weekly newsletters to families.	2 - 100% of teachers communicate student progress weekly.
3 - Engaging community stakeholders	3 - Advertise community activities.