

IDEA Public Schools
Horizon Vista College Prep
2023-2024 Improvement Plan



Public Presentation Date: September 21, 2023

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: May 26, 2023

Demographics

Demographics Summary

Our school is a public charter dedicated to guiding and preparing scholars for a 4-year college or university. It was founded in 2020 in the small town of Horizon City, TX. Currently, we serve grades **6-9** 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 **2022-2023** school year, were designated an A campus

Our **enrollment** has seen increases since our launch in 2020.

2020-2021	74	6th graders
2021-2022	XX	6th graders
	XX	7th graders
2022-2023	XX	6th graders
	XX	7th graders
	XX	8th graders
2023- 2024	XX	6th graders

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.

Average Daily Attendance:

Overall Persistence:

New Student Persistence:

SpEd:

Eco. Dis:

EB:

White-Hispanic:

Black- African American:

White:

Male:

Female:

Horizon Vista Comprehensive Needs Assessment COLLEGE PREP Data Source: School Culture and Climate Campus 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%

XX 7th graders
XX 8th graders
XX 9th graders

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.

Demographics Strengths

See PDF Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Decrease in student persistence **Root Cause:** There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.

Problem Statement 2: Increased level 3 offenses. **Root Cause:** There is great potential for improvement in classroom management processes and procedures with a focus on developing effective preventive programs and follow-through measures. By implementing these changes, we can create a more positive and productive learning environment for students. Lack of adequate preventive programs and follow-through in current classroom management processes and procedures.

Student Learning

Student Learning Summary

Currently, we are competing with other schools with similar demographics. We don't currently have exact cut scores but are scoring A's on high cut. We are currently struggling with our SpEd and EB populations which will be our focus for the 23-24 school year. We are going to focus on our CSI program by assuring that students are placed in the correct groups. We will be implementing Summitt for our EB population. We will also be pushing literacy across the curriculum and focus on writing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Opportunities for Improvement in Special Pops Programming **Root Cause:** Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.

Problem Statement 2: Building college-ready literacy across contents **Root Cause:** There is room for growth in providing more opportunities for accountable talk and effective writing.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers with little or no knowledge of IDEA culture **Root Cause:** Opportunity for Coaching, development, and nurturing of ideals and classroom practices

Problem Statement 2: Classroom teacher and student incentives **Root Cause:** Planning for other sources of funding and clear guidelines

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improving the understanding of the perceptions of key stakeholders on various projects, events and initiatives. **Root Cause:** There is room for improvement when it comes to providing clear guidelines for data collection, such as perception surveys and attendance. With some clarifications and adjustments, we can ensure better accuracy and efficiency in our data gathering processes.

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

Priority Problem Statements

Problem Statement 1: Decrease in student persistence

Root Cause 1: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Opportunities for Improvement in Special Pops Programming

Root Cause 2: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: New teachers with little or no knowledge of IDEA culture

Root Cause 3: Opportunity for Coaching, development, and nurturing of ideals and classroom practices

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Improving the understanding of the perceptions of key stakeholders on various projects, events and initiatives.

Root Cause 4: There is room for improvement when it comes to providing clear guidelines for data collection, such as perception surveys and attendance. With some clarifications and adjustments, we can ensure better accuracy and efficiency in our data gathering processes.

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)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Other additional data

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)





Strategy 1 Details	Reviews			
<p>Strategy 1: ACT word of the day: All courses will use the word of the day in their lessons and include them on their word walls. Students will quiz on the words that they learned after each unit.</p> <p>Strategy's Expected Result/Impact: Expand scholars' vocabulary for ACT and other standardized tests.</p> <p>Staff Responsible for Monitoring: College Counselor & Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ACT curriculum will be reviewed during RTTC.</p> <p>Strategy's Expected Result/Impact: Familiarize 9th graders with the ACT.</p> <p>Staff Responsible for Monitoring: CC and RTTC teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</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: Opportunities for Improvement in Special Pops Programming Root Cause: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.</p>





Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1 Details	Reviews			
Strategy 1: TSI prep sessions for 9th graders Strategy's Expected Result/Impact: TSI Exemptions Staff Responsible for Monitoring: RTTC and CC TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))





Strategy 1 Details	Reviews			
<p>Strategy 1: Focused professional development and coaching on SIOP strategies and Language TEKS. Strategy's Expected Result/Impact: All teachers will seamlessly integrate strategies into their lesson plans. Staff Responsible for Monitoring: Curriculum Managers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule daily use of Summitt English Language Development for EB scholars. Strategy's Expected Result/Impact: Accelerate language acquisition Staff Responsible for Monitoring: Interventionists, AR Hotspot teachers and Art teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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: Opportunities for Improvement in Special Pops Programming Root Cause: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)





Strategy 1 Details	Reviews			
<p>Strategy 1: One hour a week on the HB4545 Accelerated Learning (30-hr) Bundles from Summitt until March 1st. Weeks of the 18 and the 25 of March will be 2 hours.</p> <p>Strategy's Expected Result/Impact: We will be able to tailor learning through the Summitt Platform and scholars will have had the remediation needed before the state test.</p> <p>Staff Responsible for Monitoring: SpEd teachers and Interventionists</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Opportunities for Improvement in Special Pops Programming Root Cause: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: Focused professional development and coaching on VAK (Visual Auditory Kinesthetic) lesson planning. Strategy's Expected Result/Impact: Teachers will have a higher rate of a successful first teach. Staff Responsible for Monitoring: Curriculum Managers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deep Dive into IEPs to decipher which accommodations are the most widely used and focus training on them. Strategy's Expected Result/Impact: Teachers will be more aware and of IEP accommodations and how to incorporate them into their lesson plans. Staff Responsible for Monitoring: Curriculum Managers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 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: Opportunities for Improvement in Special Pops Programming Root Cause: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.</p>





Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			
<p>Strategy 1: First Teach</p> <p>Strategy's Expected Result/Impact: Provide feedback to the teacher on their lesson plans with sufficient time for them to integrate feedback before teaching the lesson. Ongoing on a weekly basis</p> <p>Early identification of Domain 3 scholars to differentiate classroom instruction that is aligned with students' instructional needs. Done (Professional Development Days)</p> <p>Scheduled rehearsals Aug 28- Ongoing</p> <p>Observations Aug 3- Ongoing</p> <p>Staff Responsible for Monitoring: Teacher Managers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction</p> <p>Strategy's Expected Result/Impact: Scholars participate in joyful habits and celebrations in the classroom. 8/24- Ongoing</p> <p>Cultivate a sense of belonging in the classroom. Aug 3- Ongoing</p> <p>Celebrate academic goals that would include growth and top scholar scores. 10/27- Ongoing every 3 weeks</p> <p>Staff Responsible for Monitoring: Teacher Managers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: School Culture Strategy's Expected Result/Impact: Scholars participate in joyful habits and celebrations in the classroom. 8/24- Ongoing Cultivate a sense of belonging in the classroom. Aug 3- Ongoing Celebrate academic goals that would include growth and top scholar scores. 10/27- Ongoing every 3 weeks Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June





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 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Decrease in student persistence Root Cause: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.
Student Learning
Problem Statement 1: Opportunities for Improvement in Special Pops Programming Root Cause: Moving forward, there is a great opportunity to prioritize special populations, monitor effective strategies, and set specific goals to ensure their success.
School Processes & Programs
Problem Statement 1: New teachers with little or no knowledge of IDEA culture Root Cause: Opportunity for Coaching, development, and nurturing of ideals and classroom practices

Goal 3: Increase student persistence

Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253 (d)(8))

Strategy 1 Details	Reviews			
Strategy 1: Officer will be present on campus beginning Sept. 1 2023 Strategy's Expected Result/Impact: Build a sense of security amongst all stakeholders. Staff Responsible for Monitoring: Assistant Principal of Operations Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Comply with monthly drills (fire, active shooter, etc.). Strategy's Expected Result/Impact: Build a sense of security Staff Responsible for Monitoring: Assistant Principal of Operations	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Decrease in student persistence Root Cause: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.</p>

Goal 3: Increase student persistence





Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Strategy's Expected Result/Impact: Awareness Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
<p>Strategy 1: The Anti-Bullying presentation will be completed during culture week. Strategy's Expected Result/Impact: Bullying prevention and awareness Staff Responsible for Monitoring: School Counselor Teachers Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School counselor will schedule and present Smarter Safer Schools curriculum through Teams for all grade levels. Strategy's Expected Result/Impact: Prevention and Awareness Staff Responsible for Monitoring: School Counselor Problem Statements: Demographics 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:





Demographics
<p>Problem Statement 1: Decrease in student persistence Root Cause: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.</p>

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
Strategy 1: Increase ADA visibility for families. Strategy's Expected Result/Impact: Awareness Staff Responsible for Monitoring: Assistant Principal of Operations Registrar Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement ADA culture and system awareness. Strategy's Expected Result/Impact: Teachers and Staff all cooperate toward increased ADA. Staff Responsible for Monitoring: Assistant Principal of Operations Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Organize events and/or incentives for days of concern. Strategy's Expected Result/Impact: Increased attendance on days of concern. Staff Responsible for Monitoring: Assistant Principal of Operations Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: Decrease in student persistence Root Cause: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.
School Processes & Programs
Problem Statement 1: New teachers with little or no knowledge of IDEA culture Root Cause: Opportunity for Coaching, development, and nurturing of ideals and classroom practices

Perceptions

Problem Statement 1: Improving the understanding of the perceptions of key stakeholders on various projects, events and initiatives. **Root Cause:** There is room for improvement when it comes to providing clear guidelines for data collection, such as perception surveys and attendance. With some clarifications and adjustments, we can ensure better accuracy and efficiency in our data gathering processes.

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly check-ins with PE teachers to track HIT progress.</p> <p>Strategy's Expected Result/Impact: Intervene with those students not meeting goal</p> <p>Staff Responsible for Monitoring: PE Teachers Sports Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Actively promote and encourage students to join a sport.</p> <p>Strategy's Expected Result/Impact: Increased MVPA minutes</p> <p>Staff Responsible for Monitoring: Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Decrease in student persistence Root Cause: There is a great opportunity to invest in and promote a college-going culture by providing more nurturing and support. With such efforts, we can help students reach their full potential and achieve their goals.</p>

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: Effective and transformational completion of each task.</p> <p>Staff Responsible for Monitoring: Performance Managers</p> <p>Problem Statements: 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:

School Processes & Programs
<p>Problem Statement 1: New teachers with little or no knowledge of IDEA culture Root Cause: Opportunity for Coaching, development, and nurturing of ideals and classroom practices</p>

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% staffed for all teacher positions throughout the 2023-24 school year.

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1 Details	Reviews			
<p>Strategy 1: Horizon Vista will begin their search in January of 2023.</p> <p>Strategy's Expected Result/Impact: Have a better opportunity of a higher quality applicant</p> <p>Staff Responsible for Monitoring: Administrative Assistant Principal Assistant Principal Talent Partner</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Formulate criteria for every new position tailored to the needs of the campus and use it to filter through resumes.</p> <p>Strategy's Expected Result/Impact: Candidates that are prepared to take on the needs of Horizon Vista College Prep</p> <p>Staff Responsible for Monitoring: Administrative Assistant Principal Asst. Principal</p> <p>Problem Statements: 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 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: New teachers with little or no knowledge of IDEA culture Root Cause: Opportunity for Coaching, development, and nurturing of ideals and classroom practices</p>

Goal 6: Increase student enrollment (no required performance objectives/strategies)





Performance Objective 1: 90% of students will persist to the following school year.

High Priority

Evaluation Data Sources: ADA

Mission List

Leavers

Strategy 1 Details	Reviews			
Strategy 1: Administration, Faculty and Staff will build positive relationships with scholars. Strategy's Expected Result/Impact: Scholars feel invested and are happy to come to school. Staff Responsible for Monitoring: School Counselor College Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Focus on the metrics of GET 2 and ensure that teachers are at advanced by the end of December. Strategy's Expected Result/Impact: We build a culture of respect and investment. Staff Responsible for Monitoring: Counselors and administration	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				