IDEA Public Schools

Achieve Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: October 18, 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: August 31, 2023

Demographics

Demographics Summary

We are proud to introduce ourselves as an open enrollment charter elementary school that caters to a vibrant community of students, ranging from 650 to 700 in number. Since our establishment in 2019, we have embarked on a remarkable journey of educational transformation. Back then, a staggering 80% of our students were found to be two years below grade level in reading. However, through our unwavering dedication, we have made remarkable progress in bridging that gap. This is evident from the TEA A Rated, as well as our Reading Level data.

The partnership and community we have established here in Haltom City have been instrumental in our success. We deeply appreciate the collaborative efforts that have brought us this far and eagerly anticipate even greater academic gains in the forthcoming school year and beyond.

In summary, our open enrollment charter elementary school is driven by a passion for fostering academic growth, nurturing social and emotional development, and embracing diversity. Through our comprehensive approach to education, strong community partnerships, and commitment to holistic student support, we are confident in our ability to continue uplifting our students and making a lasting impact on the educational landscape of Haltom City.

Demographics Strengths

At our school, we firmly believe that academic excellence is just one aspect of a holistic education. We strive to eliminate potential barriers and distractions that hinder our students' learning experience. To accomplish this, we provide our students with the added benefit of free breakfast, lunch, and supper, ensuring that their basic nutritional needs are met. Additionally, we offer comprehensive before and after school care from 6:30 AM to 7:30 PM, allowing parents and guardians to focus on their work with peace of mind. Moreover, our commitment to nurturing the social and emotional well-being of our students is evident through our incorporation of social emotional lessons across all grades. Our innovative approach extends to the establishment of a learning farm, providing our students with hands-on experiences and cultivating a deeper understanding of nature.

One of the unique aspects of our educational model is the implementation of the "House System." Within this system, each student, teacher, and staff member is assigned to a House. On a weekly basis, we gather as a House to explore positive character traits and engage in community-building activities, fostering a sense of belonging and unity. Furthermore, we organize monthly pep rallies, where all the "Houses" come together, celebrating achievements and reinforcing the bonds between our students and staff.

IDEA Achieve is the only IDEA school in Haltom City, we take our role as a community partner seriously and are committed to delivering substantial value to the area. We firmly believe that education extends beyond state exams, and we have received recognition for our efforts in cultivating a healthy campus environment. Moreover, we offer a wide range of additional learning opportunities, such as weekly social emotional learning classes, coding classes, inclusive recess periods, and a learning farm with culinary classes. Our commitment to diversity is reflected in our student body, with 61% of our students identifying as LatinX, 24% as Black/African American, 10% as White, and 3% as Asian. It is worth noting that 87% of our students come from economically disadvantaged backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While some teachers excel in establishing effective lines of communication with parents, others struggle to maintain consistent and meaningful engagement. As a result, we must address this discrepancy and ensure that all teachers are equipped with the necessary skills and support to foster strong connections with parents, ultimately enhancing student retention rates. **Root Cause:** New teachers in our A-rated school struggle with student retention due to the demands of lesson planning and strengthening content expertise, resulting in ineffective communication with parents. Addressing this issue requires providing support and resources to improve teaching skills and facilitate better parent engagement.

Problem Statement 2 (Prioritized): Not all backgrounds were equally celebrated. **Root Cause:** Poor planning and intentionality to consider the huge variety of the demographics in our school.

Student Learning

Student Learning Summary

Due to our focus in the following areas:
•Small Group instruction provided by Regional content coaches and leaders
•Productive Struggle: Concepts and Processes
•Growth Goal Student Conferences
•Deep Dive Data Analysis to inform instructional pull outs
•Accommodations and Modifications practiced and implemented
•Weekly Assessments
•Student ET Tracking/ ET MMA
•Master Excel Tracker
Waiting on State Assessment Data

See PDF in Addendum

Student Learning Strengths

Literacy Across all contents
Sentence Stems
Think/Write/Share
CER Training for all teachers
Anchor charts with Annotation Strategies
See PDF in Addendum

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with comprehension due to an imbalanced reading program that prioritizes phonics instruction over written response and deep comprehension themes. This lack of emphasis hinders students' ability to make connections and understand texts effectively. **Root Cause:** The root cause lies in the reading program's heavy focus on phonics, which limits exposure to written response and comprehensive comprehension themes. Additionally, students lack the necessary experiences to make meaningful connections within texts. Addressing this issue requires rebalancing the reading program to incorporate more written response and comprehensive themes, as well as providing div

Problem Statement 2 (Prioritized): The lack of parental involvement in goal setting and data tracking inhibits effective communication and understanding of how student data translates to college readiness, hampering collaborative efforts between teachers and parents. **Root Cause:** Insufficient parental involvement in goal setting and data tracking initiatives creates a disconnect, limiting awareness and understanding of how student data informs college readiness. Teachers and school leaders did not communicate to parents instructional data and their child is performing.

School Processes & Programs

School Processes & Programs Summary

Summer PD Training: We have started our Summer PD Training early, focusing on culture, unpacking standards, and lesson planning. Our goal is to achieve strong GET ratings (Growth, Expectations, and Targets) for student performance.
Special Education Trainings: We have included specialized trainings for our Special Education teachers during our Back-to-School PD. Additionally, we are leveraging support from our Regional Special Education Specialist to enhance our practices.
Instructional Vision and Coaching: We are committed to providing a clear instructional vision for each content area, including detailed planning. Our goal is to ensure effective coaching conversations and continuous improvement in teaching practices.
Literacy Focus: We have communicated the expectation of literacy across all contents and explicit vocabulary instruction. We will focus on building background knowledge to support meaningful learning experiences.
Consistent Operating Mechanisms: We have established consistent operating mechanisms that align with instructional support practices such as Coaching Cycles and Data-Driven Instruction (DII).
Grade Level Leads and Family Partnership: We have assigned Grade Level Leads with clear expectations and frameworks to improve family partnership. These leads will play a crucial role in fostering strong relationships with our families.
Counselor Support and Family Engagement: Our counselor is committed to building relationships through consistent communication and organizing engaging family events. We have created a calendar of events for the year to ensure effective family engagement.
Operations Support: We are actively seeking operations support from our regional team to ensure smooth operations at our school.

School Processes & Programs Strengths

•Utilize peer coaches for rehearsals and analyzing grade level data

•Coaching peer coaches to coach grade level DI leads

•Analyzing weekly data with teachers and having communication with NIFDI

•Leader supporting and collaborating with teachers in making the right adjustments to benefit scholars.

•Pulling small groups to fill the gap

-Taking time to craft key points with teachers that will lead to student success.

-TEK’s calendars created based on data so teachers can focus on necessary TEKs to support student mastery.

-Leader pushing and creating anchor charts for 3-5.6E to create a visual for students

-Consistent annotation habits and prompting students for text evidence to support their answers

-Teachers providing in the moment feedback to support ECR responses.

-Utilizing SS to support with 5th grade writing

Intentional focus on spiraling/reteaching low TEKS during daily Do Now’s and increasing the rigor of the spiraled questions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The heavy emphasis on academic excellence in our school has resulted in a lack of diverse clubs and programs that cater to students' interests. **Root Cause:** The root cause of this issue is the prioritization of academic excellence, which overlooks the importance of extracurricular activities aligned with students' interests.

Problem Statement 2: Exclusion of parents from program planning and support further limits opportunities for student engagement and personal development. **Root Cause:** The lack of parental involvement in program planning hinders the development of a well-rounded and inclusive range of clubs and programs. Addressing this requires reevaluating priorities, involving parents in student programs. Connect curriculum night to activities parents and communities are interested in.

Perceptions

Perceptions Summary

At Idea Achieve Academy, our mission is to foster a nurturing, encouraging, and disciplined culture where high expectations are upheld, and academic excellence is achieved. We are dedicated to preparing 100% of our scholars for college and beyond by nurturing their growth and development. To accomplish this, it is crucial that our faculty, parents/guardians, and scholars alike are committed to upholding the cultural expectations we have set at Idea Achieve Academy. Restorative practice and social-emotional learning form the foundation of our approach to discipline. We firmly believe that the learning environment is sacred, and we are committed to implementing best practices to ensure that every child feels safe, both physically and emotionally, and has the right to learn without unnecessary interruptions. Our ultimate goal is to cultivate a school culture that is wholly focused on learning.

Perceptions Strengths

•Send weekly reminders via teams to teachers reminding them to send positive messages to parents. The weekly reminder will include a reason as to why positive messages are important as well as sentence starters and examples. 4/12/23

•Plan more events in the upcoming school year that require teachers to interact with parents. Ex) Report Card night for each report card.

•Social Emotional Learning (SEL) Friday's- Teachers and their scholars participate in a SEL activity which is provided by SW and SC. 3/24/2023

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community lacks awareness of our school's instructional soundness and the significant focus on content expertise and intentional planning for student success. **Root Cause:** This is primarily due to inadequate partnership and communication between our teachers and the community and parents.

Problem Statement 2: Ineffective communication between teachers and parents **Root Cause:** Teachers ill equipped in family communication because of lack of parent communication training. Particularly areas like attendance, student behavior and grades.

Priority Problem Statements

Problem Statement 1: Students struggle with comprehension due to an imbalanced reading program that prioritizes phonics instruction over written response and deep comprehension themes. This lack of emphasis hinders students' ability to make connections and understand texts effectively.

Root Cause 1: The root cause lies in the reading program's heavy focus on phonics, which limits exposure to written response and comprehensive comprehension themes. Additionally, students lack the necessary experiences to make meaningful connections within texts. Addressing this issue requires rebalancing the reading program to incorporate more written response and comprehensive themes, as well as providing div

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The lack of parental involvement in goal setting and data tracking inhibits effective communication and understanding of how student data translates to college readiness, hampering collaborative efforts between teachers and parents.

Root Cause 2: Insufficient parental involvement in goal setting and data tracking initiatives creates a disconnect, limiting awareness and understanding of how student data informs college readiness. Teachers and school leaders did not communicate to parents instructional data and their child is performing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While some teachers excel in establishing effective lines of communication with parents, others struggle to maintain consistent and meaningful engagement. As a result, we must address this discrepancy and ensure that all teachers are equipped with the necessary skills and support to foster strong connections with parents, ultimately enhancing student retention rates.

Root Cause 3: New teachers in our A-rated school struggle with student retention due to the demands of lesson planning and strengthening content expertise, resulting in ineffective communication with parents. Addressing this issue requires providing support and resources to improve teaching skills and facilitate better parent engagement.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Not all backgrounds were equally celebrated.

Root Cause 4: Poor planning and intentionality to consider the huge variety of the demographics in our school.

Problem Statement 4 Areas: Demographics

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
- Campus/District improvement plans (current and prior years)

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
- Alternative Education Accountability (AEA) data

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
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Homeless data

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership 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

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

Goals

Revised/Approved: October 23, 2023

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 1: IA: Third-grade through fifth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 41% to 43% in Spring 2024 (HB3) Achievement Score

Evaluation Data Sources: District and Regional Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Writing Workshops: Detail: Encourage students to draft, revise, and share their written work, fostering both writing skills and a supportive classroom community. **Strategy's Expected Result/Impact:** Detail: We'll implement a system that allows them to visually see their advancement towards the 80% mastery goal, encouraging ownership of their own learning journey. **Staff Responsible for Monitoring:** API Jamila Young **TEA Priorities:** Build a foundation of reading and math	25%	60%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 2: IA: Third Grade through Fifth Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 41% in Spring 2024 (HB3) Achievement Score

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: First Teach * Inquiry * Real World Connections - Conceptual and Procedural Understanding * Independent Practice * Scholar Discourse Scholars engage in critical thinking daily through real world connection and through consistently communicating their thinking in writing and scholar discourse. Scholars will engage in independent practice and receive feedback from other scholars and teacher. **Strategy's Expected Result/Impact:** Scholars will reach 80% mastery in each TEKS and track their progress on their tracker weekly **Staff Responsible for Monitoring:** Giovanni Outram **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 3: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS Practice

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Vocabulary Direct Teaching Detail: Display new vocabulary words on all lessons in the classroom. Update it regularly to align with current lessons and review frequently to reinforce learning. Strategy: Frayer Models Detail: Utilize Frayer Models, a type of graphic organizer, to help students understand new vocabulary words in depth. Students will define the term, provide examples and non-examples, and use the term in a sentence. **Strategy's Expected Result/Impact:** Expected Result/Impact: Students will increase their exposure to and usage of new vocabulary, leading to an expected 15% increase in the vocabulary section of TELPAS scores by the end of the academic year. Expected Result/Impact: In-depth understanding of new vocabulary words will lead to an expected improvement of 15% in the vocabulary section of TELPAS scores by the end of the academic year. **Staff Responsible for Monitoring:** Jamila Young	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Schedule Management: Detail: Create and consistently update an organized, master schedule for identified students to ensure they receive their required instructional minutes. This may involve tailored instruction during regular class time, designated tutoring periods, or extended day schedules. **Strategy's Expected Result/Impact:** Expected Result/Impact: 100% of identified scholars will meet the required minutes per HB4545, as verified through meticulous record-keeping and time logs. **Staff Responsible for Monitoring:** Amber Sanders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategy: Regular Monitoring & Reporting: Detail: Monitor the progress of each identified student regularly and provide updates to stakeholders (e.g., parents, teachers, school leaders). This will ensure transparency and consistent communication regarding the implementation of HB4545. **Strategy's Expected Result/Impact:** Expected Result/Impact: Ongoing checks will ensure all scholars are receiving their required instructional minutes, leading to 100% compliance with HB4545. **Staff Responsible for Monitoring:** Amber Sanders **TEA Priorities:** Build a foundation of reading and math				

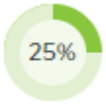
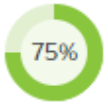
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 5: IA & CP: 20% increase of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District and Regional Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistency in execution of inclusion and resource minutes with consistent communication between classroom teachers and sped department. **Strategy's Expected Result/Impact:** Expected Result/Impact: The alignment of IEP goals with STAAR expectations should lead to increased performance, contributing to the target 20% increase. **Staff Responsible for Monitoring:** Savannah Hunter **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategy: Test-Taking Skill Development: Detail: Explicitly teach and practice test-taking strategies, including time management, question analysis, and relaxation techniques. **Strategy's Expected Result/Impact:** Expected Result/Impact: By improving test-taking skills, we anticipate contributing to a 20% increase in SPED students attaining 'approaches grade level' on the STAAR by June 2024.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Achieve achieves an A Rating

Performance Objective 6: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Weekly Scholar Work Analysis: Detail: Allocate a set time each week for teachers to review and analyze student work. This could be individual assignments, quizzes, or collaborative work. Teachers should look for trends in understanding, common errors, and areas where students excel. This analysis should then inform instructional planning for the following week, allowing teachers to address identified gaps and reinforce areas of strength. It's crucial to provide feedback to students so they understand their areas of improvement and how they can progress. **Strategy's Expected Result/Impact:** Expected Result/Impact: Regular analysis of student work leads to a deeper understanding of individual and class-wide learning needs, enabling tailored instruction. This practice should contribute to continuous improvement in student understanding and performance, resulting in stronger performance in monthly curriculum assessments. **Staff Responsible for Monitoring:** Giovanni Outram				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Safety Training for Staff: Detail: Provide regular training sessions for staff on safety protocols, first aid, emergency response, and crisis management. Regular updates and refreshers will keep this knowledge current. **Strategy's Expected Result/Impact:** Expected Result/Impact: With a well-trained staff, the campus should be better prepared for any safety issues that arise, improving the score on the campus safety scorecard.	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy: GRPI Model for Family Engagement Events: Detail: Goal: Achieve 100% compliance with Title 1 Family Engagement requirements by successfully conducting and ensuring parental participation in "Meet the Teacher," "Public Hearing," "Spring Town Hall," and "Semester 1 Report Card Pick Up" events. Roles: Designate a team to plan and execute these events. The team could include school administrators, teachers, and parent liaison officers. Responsibilities include event organization, family outreach, follow-up, and documentation for compliance purposes. Processes: Implement a standardized process for event planning, communication, and documentation. This may include a timeline for sending out invitations, event agendas, post-event follow-up, and record-keeping for compliance. Interactions: Encourage positive interactions between school staff and families. Provide translators as needed, be welcoming and approachable, and make efforts to understand and address family concerns and queries. **Strategy's Expected Result/Impact:** Expected Result/Impact: Implementation of the GRPI model for family engagement events will ensure systematic planning and execution, leading to 100% compliance with the Title 1 Family Engagement requirements. **Funding Sources:** Chart Paper, Table Cloth, Pens, Markers - Title I, Part A (4120) - $1,500	30%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule, plan and train staff to deliver curriculum well before deadline. **Strategy's Expected Result/Impact:** 100% compliance	35%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set Clear Goals Track Progress Celebrate Goals with Teacher vs Student Activity **Strategy's Expected Result/Impact:** Increase Attendance and Meet MVPA minutes **Staff Responsible for Monitoring:** SIS + Campus Admin	25%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Achieve will achieve a 95% annual attendance rate for the 23-24 school year

Evaluation Data Sources: ADA

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Recognition of Good Attendance: Detail: Implement a system of recognition for good and improved attendance. This could be certificates, positive notes home, special privileges, or school-wide announcements. **Strategy's Expected Result/Impact:** Expected Result/Impact: Recognition can motivate students and parents to prioritize attendance, contributing to a 95% attendance rate. **Staff Responsible for Monitoring:** Christy Timmons	25%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% Compliance of ADA escalation matrix **Strategy's Expected Result/Impact:** Increase overall ADA **Staff Responsible for Monitoring:** Christy Timmons **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff is clear on their development	30%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase opportunities for staff development differentiation **Strategy's Expected Result/Impact:** Staff continious growth increase school and organization loyalty. **Staff Responsible for Monitoring:** Giovanni Outram	30%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Achieve is 95% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff Retention Data

Summative Evaluation: Met Objective

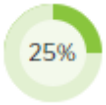
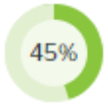
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** High Quality Candidates hired	30%	100%	100%	

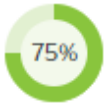
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Performance Objective: Increase student enrollment by 15% for the 2023-24 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategy: Enhanced Outreach and Communication: Detail: Improve outreach to the community via multiple channels, such as social media, local newspapers, community events, and partnerships with local businesses or organizations. Share information about school achievements, unique programs (like the learning farm), and the benefits of enrolling at IDEA Achieve Academy. **Strategy's Expected Result/Impact:** Expected Result/Impact: Greater community awareness of the school's strengths can attract more families and increase student enrollment.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategy: Parent and Student Testimonials: Detail: Share success stories and testimonials from current and former students and parents. These can be featured on the school's website, social media, and in promotional materials. **Strategy's Expected Result/Impact:** Expected Result/Impact: Positive testimonials can build credibility and attract more students, contributing to increased enrollment.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Strategy: Collaborations with Local Pre-Schools and Daycares: Detail: Collaborate with local preschools and daycares to introduce IDEA Achieve Academy to families before their children reach school age. This could include presenting at parent nights, sharing promotional materials, or inviting them to school events. **Strategy's Expected Result/Impact:** Expected Result/Impact: Early exposure to the school can encourage families to consider IDEA Achieve Academy when it's time to enroll their child in elementary school, leading to increased student enrollment.				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Chart Paper, Table Cloth, Pens, Markers		$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$2,824.57
				+/- Difference	$1,324.57
				Grand Total Budgeted	$2,824.57
				Grand Total Spent	$1,500.00
				+/- Difference	$1,324.57

IDEA Public Schools

Alamo Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 23, 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

Demographics

Demographics Summary

Idea Academy Alamo was founded in 2010 and is located in Alamo, TX at 325 E FM 495, 78516. We are an open enrollment charter school and current enrollment for the 2023-2024 school year is 720 students. We serve students in kindergarten to 5th grade.

Alamo Academy demographics include; 97% of student population being economically disadvantaged, 96% Hispanic, 7% special education, and 71% emergent bilingual.

Demographics Strengths

B rated campus

95% student persistence

Strong school safety

Our teachers are highly qualified teachers of which, 2 are Master Teachers, # High Achieving Teachers, and 2 TIA Recognized Teachers. We had 87% teacher retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Less than 90% new student persistence **Root Cause:** Onboarding for new families has been very transactional because all of the upfront components are done, but there isn't a focus on our new students after that.

Problem Statement 2 (Prioritized): Student daily attendance below 97% target **Root Cause:** Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.

Student Learning

Student Learning Summary

Successes

Pending STAAR scores

K-2nd grade data for DI was above 90% for ELA. K-2nd grade students met the goal of 60% achievement score for mathematics.

Student Learning Strengths

Campus Mechanisms for Improving Instruction:

We are a data driven campus with strong content and pedagogy skills. The leadership team has strong mechanisms in place that support our academic progress for all students. Those mechanisms include; Path to an A Plan, Lesson Planning Academies, Lesson Planning Review, Instructional Rounds, and lesson Rehearsals. All of this mechanisms for teachers and leaders allow us to move student data.

Data Tracking:

As a campus we track all student data on a daily, weekly, and bi-weekly schedule. Data is reviewed and used to make adjustments to teaching and ensure students are being taught in areas they have not mastered, which allows us to target individual student goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Intervention programs are not yielding growth in student goals. **Root Cause:** There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.

Problem Statement 2 (Prioritized): Special education services are not yielding results for 3rd-5th grade students. **Root Cause:** Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.

School Processes & Programs

School Processes & Programs Summary

At Idea Academy Alamo, leaders and teachers both receive professional development as a whole group and individualized based on their specific tier or experience and learning. We have established a year long professional development that provides support in areas of lesson planning, data analysis, teaching pedagogy, and building student relationships. These areas are targeting by content specific trainings, one-on-one support, lesson rehearsals, and whole group. We use the coaching cycle to provide teachers the feedback they need to improve in all of the targeted areas. We have operating mechanisms for reviewing lesson plans to provide feedback to teacher teachers two weeks in advance that will ensure that first time instruction focuses on the correct things. Leaders also receive development through the coaching cycle and instructional rounds.

School Processes & Programs Strengths

- Instructional coaching cycle for both leaders and teachers.
- Campus Crisis Safety Team
- Process for threats and student safety
- Instructional Rounds
- Culture Rounds
- Lesson Plan Feedback Review

100% of students requiring HB 4545 met their required instructional minutes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): General education teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause:** There is a lack of up to date training and collaboration between SPED and general education teachers which creates a gap in ownership over student data and growth.

Problem Statement 2 (Prioritized): There has been an increase of student social and emotional needs. **Root Cause:** Teachers do not receive PD to better support our students' social and emotional needs in the classroom.

Problem Statement 3 (Prioritized): Teachers lack pedagogy knowledge in the classroom. **Root Cause:** Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Perceptions

Perceptions Summary

Our teacher retention 82% and SPED Teacher 66%. All new staff receive focused onboarding and training aligned to meeting their needs as a new teacher.

Staff receive information regarding academic expectation during beginning of year PD via a one pager classroom and content expectations checklist. They also attend weekly check-ins with their manager, biweekly grade level meetings, and use phone app as their main source of campus communication amongst staff.

Staff absences has shown an increase in the last couple of years due to COVID, but only a couple have received

According to our Great Places to Work Survey, 80%+ of staff strongly agree that they work in a great place at IDEA Alamo Academy.

Parent participation rates are measured via sign-in sheets for every event hosted. During our meet the teacher this year, 70% of families attended. During out Welcome to IDEA event in May, 52% showed up in person while the remaining 48% received a virtual onboarding.

Perceptions Strengths

Teachers were celebrated for performance based on data and over all core value performance, and selected for Teacher of the Month or highlighted in staff meetings or teacher weekly.

We have a strong student persistence year after year and have met our campus goal for the last 13 years above 90%. We have also met teacher retention every year and currently are at 87% for the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 50% of parent participation or feedback for in school events **Root Cause:** Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.

Problem Statement 2 (Prioritized): Parents do not have students participate in school events. **Root Cause:** School communication is not done with enough time and parents are not connected to school wide communication systems.

Priority Problem Statements

Problem Statement 1: Less than 90% new student persistence

Root Cause 1: Onboarding for new families has been very transactional because all of the upfront components are done, but there isn't a focus on our new students after that.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student daily attendance below 97% target

Root Cause 2: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Intervention programs are not yielding growth in student goals.

Root Cause 3: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education services are not yielding results for 3rd-5th grade students.

Root Cause 4: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: General education teachers have a lack of understanding around accommodations and modifications for SPED students.

Root Cause 5: There is a lack of up to date training and collaboration between SPED and general education teachers which creates a gap in ownership over student data and growth.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Less than 50% of parent participation or feedback for in school events

Root Cause 6: Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parents do not have students participate in school events.

Root Cause 7: School communication is not done with enough time and parents are not connected to school wide communication systems.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There has been an increase of student social and emotional needs.

Root Cause 8: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teachers lack pedagogy knowledge in the classroom.
Root Cause 9: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.
Problem Statement 9 Areas: School Processes & Programs

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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC teachers will present a SMART goal lesson during class that contains: The significance of ACT Reflecting on current progress Setting SMART goals Commitment to Opportunity **Strategy's Expected Result/Impact:** Improved vocabulary scores in practice ACT tests. **Staff Responsible for Monitoring:** College Counseling Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

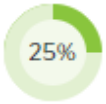
Student Learning
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: TSI scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide small group instructional support to 100% of seniors before taking the TSI exam. **Strategy's Expected Result/Impact:** Weekly benchmarks met. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

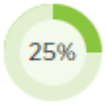
Goal 2: IDEA achieves an A Rating

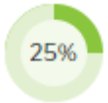
Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 48% to 50% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments, IA, District Goals, and campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide data driven instruction by our interventionist based on Ren Star data, DIBELS, and Imagine Learning . **Strategy's Expected Result/Impact:** 7/10 students identified as below grade level end the year with 1.5 years growth as measured by Ren Star. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide resources during parent meetings to improve student achievement. **Strategy's Expected Result/Impact:** 100% of parents are provided with higher comprehension questions and have access to Ren Star reports. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Perceptions 1 **Funding Sources:** Materials and Resources for Parents to do hands on with students during the events. - Title I, Part A (4120) - $1,583.70	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Intervention programs are not yielding growth in student goals. **Root Cause**: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.
Perceptions
Problem Statement 1: Less than 50% of parent participation or feedback for in school events **Root Cause**: Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.

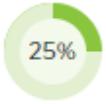
Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments, IA, District Goals, and campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Ren Star data to guide instruction and small group intervention support. **Strategy's Expected Result/Impact:** 70% of students end the school year on or above grade level in math as measured by Ren Star, **Staff Responsible for Monitoring:** Assistant Principal of Instruction overseeing Math **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide parental involvement programs to improve student achievement. **Strategy's Expected Result/Impact:** Parents can read and understand Ren Star reports and support their children during home activities increasing achievement. **Staff Responsible for Monitoring:** School Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - Title I, Part A (4120) - $1,500	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

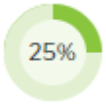
Performance Objective 2 Problem Statements:

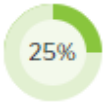
Student Learning
Problem Statement 1: Intervention programs are not yielding growth in student goals. **Root Cause**: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.
Perceptions
Problem Statement 1: Less than 50% of parent participation or feedback for in school events **Root Cause**: Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.
Problem Statement 2: Parents do not have students participate in school events. **Root Cause**: School communication is not done with enough time and parents are not connected to school wide communication systems.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students, **Strategy's Expected Result/Impact:** All four language domains evident in weekly lesson plans and evaluated weekly, reported to API to analyze during each weekly PTG data analysis. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create professional development sessions by quarter that target EB strategies for all staff who teach EB students. **Strategy's Expected Result/Impact:** Staff understand, utilize, and assess bilingual strategies and student growth through Imagine Learning and Flipgrid as evidenced by Teachboost ratings. **Staff Responsible for Monitoring:** EB Point Person **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 - School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Intervention programs are not yielding growth in student goals. **Root Cause**: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Locus HB4545 dashboard, campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB4545 students attend tutorials afterschool or during school to close academic gaps during tutoring and pull out groups. **Strategy's Expected Result/Impact:** 100% of HB4545 students meet the required minutes by EOY. **Staff Responsible for Monitoring:** Assistant Principal of Instruction (content-based) **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** - Title I, Part A (4120)	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Intervention programs are not yielding growth in student goals. **Root Cause**: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 1: General education teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause**: There is a lack of up to date training and collaboration between SPED and general education teachers which creates a gap in ownership over student data and growth.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: campus data tracker, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All stakeholders know struggling students' needs and implement instructional supports. Teachers know student data. **Strategy's Expected Result/Impact:** All stakeholders can articulate students' needs and growth plan, implement interventions, and assess progress. **Staff Responsible for Monitoring:** SPED Point of Contact **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 1: General education teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause**: There is a lack of up to date training and collaboration between SPED and general education teachers which creates a gap in ownership over student data and growth.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: District assessments using Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Achieve a 90|60|30 in approaches, meets, and masters by the STAAR testing **Staff Responsible for Monitoring:** Assistant Principal of Instruction for Math and ELA **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate wins along the way on a bi-weekly, monthly, and quarterly basis through campus wide incentives, pep-rallies, walks of fame, and ceremonies. **Strategy's Expected Result/Impact:** ADA is met, EOY Persistence, and Parents rate school a great place to learn. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1, 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Student daily attendance below 97% target **Root Cause**: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.
Student Learning
Problem Statement 1: Intervention programs are not yielding growth in student goals. **Root Cause**: There is not enough man power to meet the needs of the number of students needing intervention, and programs are not TEKS aligned.
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
Perceptions
Problem Statement 1: Less than 50% of parent participation or feedback for in school events **Root Cause**: Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.
Problem Statement 2: Parents do not have students participate in school events. **Root Cause**: School communication is not done with enough time and parents are not connected to school wide communication systems.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus safety scorecard dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly Campus Crisis Team meetings **Strategy's Expected Result/Impact:** Track attendance and SRP drill compliance **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause**: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.

Goal 3: Increase student persistence

Performance Objective 2: IA 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))

Evaluation Data Sources: Parent log sign up sheets and parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all events have communication translated into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** Increased parent participation **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Amazon: Translation devices - Title I, Part A (4120) - $750	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Positive parent communication accountability on a weekly basis during tactical and manager check ins. **Strategy's Expected Result/Impact:** >90% parent rating on school surveys **Staff Responsible for Monitoring:** School Counselor and GTLS **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1, 2	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase parental involvement and student persistence **Staff Responsible for Monitoring:** School Counselor, APO, and Principal **Problem Statements:** Perceptions 1, 2	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Less than 90% new student persistence **Root Cause**: Onboarding for new families has been very transactional because all of the upfront components are done, but there isn't a focus on our new students after that.
Problem Statement 2: Student daily attendance below 97% target **Root Cause**: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.
School Processes & Programs
Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause**: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.
Perceptions
Problem Statement 1: Less than 50% of parent participation or feedback for in school events **Root Cause**: Parents are not connected via school communication systems and not all teachers use other communication apps since we no longer provide phones for teachers.
Problem Statement 2: Parents do not have students participate in school events. **Root Cause**: School communication is not done with enough time and parents are not connected to school wide communication systems.

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: District Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build capacity to staff to roll out SEL curriculum effectively **Strategy's Expected Result/Impact:** Timely identification, response, and reporting of incidents, bullying, conflict resolution prevention. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2, 3	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause**: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly celebrations of students that have met IHT goals. **Strategy's Expected Result/Impact:** Monthly benchmarks met and incentive plan followed. **Staff Responsible for Monitoring:** PE Coach **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

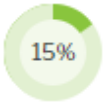
Demographics
Problem Statement 1: Less than 90% new student persistence **Root Cause**: Onboarding for new families has been very transactional because all of the upfront components are done, but there isn't a focus on our new students after that.
Problem Statement 2: Student daily attendance below 97% target **Root Cause**: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Alamo will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard and escalation matrix follow through

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly parent communication via REMIND regarding campus trends around attendance escalation matrix, ADA incentives, punctuality, and early releases. **Strategy's Expected Result/Impact:** Increase awareness around attendance by a decrease of daily family calls. **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.5, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student daily attendance below 97% target **Root Cause**: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.

Perceptions
Problem Statement 2: Parents do not have students participate in school events. **Root Cause**: School communication is not done with enough time and parents are not connected to school wide communication systems.

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

HB3 Goal

Evaluation Data Sources: GPTW surveys at MOY and EOY, Quarterly campus based reports, Cornerstone dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle and coaching cycle. **Strategy's Expected Result/Impact:** 100% completion of SDC cycle 100% of staff get coaching through coaching cycle on a weekly through tri-weekly schedule. **Staff Responsible for Monitoring:** Principal will review expectations during check ins. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lead team will create opportunities to celebrate and recognize teachers and OPs through out the year. **Strategy's Expected Result/Impact:** Increase staff retention. **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. **Root Cause**: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support approach is not providing the individualized support needed.
School Processes & Programs
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Goal 5: Increase staff retention

Performance Objective 2: IA IDEA Alamo is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Jobvite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** 85% teacher retention **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2, 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: General education teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause**: There is a lack of up to date training and collaboration between SPED and general education teachers which creates a gap in ownership over student data and growth.
Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause**: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.
Problem Statement 3: Teachers lack pedagogy knowledge in the classroom. **Root Cause**: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Materials and Resources for Parents to do hands on with students during the events.		$1,583.70
2	2	2			$1,500.00
2	4	1			$0.00
3	2	1	Amazon: Translation devices		$750.00
				Sub-Total	$3,833.70
				Budgeted Fund Source Amount	$3,833.70
				+/- Difference	$0.00
				Grand Total Budgeted	$3,833.70
				Grand Total Spent	$3,833.70
				+/- Difference	$0.00

IDEA Public Schools

Alamo College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 23, 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**

IDEA Alamo Core Values

We have **Empathy**

We have **Determination**

We have **Wisdom**

We have **Courage**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At IDEA College Prep Alamo, we serve a total of 730 students from the 6th-12th grade that range in age from 12 to 18 years old. We strive to offer our students high-quality education by having AP for All and two CTE pathways, Digital Communications and Programing and Software. Our high expectations for every student ensure we go the extra mile to inspire students to realize their potential while enhancing critical thinking skills and mastering core subjects. We ensure that 100% of our students go to and through college.

Demographics Strengths

1. IDEA offers a competitive salary for experience teachers.

2. IDEA is achivieving its mission of College for All in serving a majority of economically disadvantage students.

3. We have a 92% of EB students at our school that score comparable as our non EB population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase in new to IDEA student leavers and 8th to 9th over the past school year **Root Cause:** There is not a clear system in which leaders and teachers are building strong and positive relationships with new to IDEA students and families

Problem Statement 2 (Prioritized): IDEA Alamo College Prep is not meeting the 97.5% ADA for the 22-23 shool year. **Root Cause:** We have not invested nor promoted the importance of attendance to our Alamo families enough by not having clear and consitant communication with them.

Problem Statement 3 (Prioritized): 50% of our special education students are not meeting grade expectations by not approaching STAAR. **Root Cause:** General Education teachers and Special education teachers are not collaborating throughout the year to ensure that students' accommodations are being met with fidelity.

Student Learning

Student Learning Summary

Student Achivement STAAR:

6th ELA:

7th ELA:

8th ELA:

6th Math:

7th Math:

Alg1: 89/50/20 (53)

8th Science:

8th US History:

Biology: 99/76/24 (66)

Eng I: 85/68/13 (55)

Eng II: 89/65/2 (51)

EOC US History: 98/77/44 (73)

Academic Performance by group:

Student Achievement:

School Progress:

Closing the gap:

Student Learning Strengths

As a school at IDEA Alamo students are strong in Biology as 100% of freshmen passed the EOC exam, and 98% of juniors passed the EOC US History exam. Also 85% of our students are approaching the English I and English II exam. Also, our EB students score very similarly as our overall population of students, meaning that if you are an EB student at IDEA Alamo you do well in your end of year exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students lack foundational math skills across 6th-8th grade math and science subjects. **Root Cause:** Leaders are not pushing teachers to embed foundational math skills daily practice (fluency) in their every day lesson.

Problem Statement 2 (Prioritized): Students are not being introduced to AP level rigor base instruction starting in Middle School. **Root Cause:** Teachers are not unpacking the units and planning accordingly.

School Processes & Programs

School Processes & Programs Summary

Our vision for Teacher Leadership is to create opportunities that provide both a first step on the instructional leadership pipeline and serve as a retention strategy for teachers who desire a career as a classroom teacher. The best way to prepare teacher leaders so they are ready for a campus leader role is by creating PD sessions that focus on skills that are preparing them for this type of leadership.

1. Follow best practices for adult learning in development in instructional coaching, content knowledge and operations leadership, relying deeply on in-field application.

2. Use School Leadership Levers in all trainings to build readiness for future leadership opportunities.

3. School leaders will attend webinars and receive training materials, so they can continue or begin to strategically and purposefully coach around School Leadership Levers.

School Processes & Programs Strengths

95% of students are accepted to T1/T2 Univiersities

IDEA retains 84% of students yearly

IDEA Alamo offers UIL, NHS and afterschool programs

Daily exit ticket huddles are held daily in STAAR grades to help identigy misconceptions and create a plan for re-teach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our new teachers are not proficient in instructional clarity. **Root Cause:** Leaders are not prioritizing the coaching cycle to and through with our new teachers to ensure growth.

Problem Statement 2 (Prioritized): There is a lack of follow through from leaders and teachers on school processes (tardy system and behavior ladder consequence) **Root Cause:** Not enough buy in from leaders and teachers because of unclear expectations.

Perceptions

Perceptions Summary

IDEA Alamo has 100% matriculation to a 4-year college/university. We have a 0% dropout rate. We are a school that is transparent and focuses on open communication for all (students, teachers, admin and parents).

Perceptions Strengths

At IDEA Alamo there a strong Tex-Mex culture this is eveident during our school wide events in which we see our students dancing corridos and tejano music. Also, we host quarterly parent meetings in which parents provide feedback as we let them know how our campus is doing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is an increase in student referrals in 6th and 7th grade. **Root Cause:** Lack of a strong behavior plan that is tiered to student behavior.

Problem Statement 2 (Prioritized): Low parent engagement in school activities. **Root Cause:** Lack of communication from school to community on the different communication platforms.

Priority Problem Statements

Problem Statement 1: There is an increase in new to IDEA student leavers and 8th to 9th over the past school year
Root Cause 1: There is not a clear system in which leaders and teachers are building strong and positive relationships with new to IDEA students and families
Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA Alamo College Prep is not meeting the 97.5% ADA for the 22-23 shool year.
Root Cause 2: We have not invested nor promoted the importance of attendance to our Alamo families enough by not having clear and consitant communication with them.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students lack foundational math skills across 6th-8th grade math and science subjects.
Root Cause 3: Leaders are not pushing teachers to embed foundational math skills daily practice (fluency) in their every day lesson.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are not being introduced to AP level rigor base instruction starting in Middle School.
Root Cause 4: Teachers are not unpacking the units and planning accordingly.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our new teachers are not proficient in instructional clarity.
Root Cause 5: Leaders are not prioritizing the coaching cycle to and through with our new teachers to ensure growth.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a lack of follow through from leaders and teachers on school processes (tardy system and behavior ladder consequence)
Root Cause 6: Not enough buy in from leaders and teachers because of unclear expectations.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is an increase in student referrals in 6th and 7th grade.
Root Cause 7: Lack of a strong behavior plan that is tiered to student behavior.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low parent engagement in school activities.
Root Cause 8: Lack of communication from school to community on the different communication platforms.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: 50% of our special education students are not meeting grade expectations by not approaching STAAR.

Root Cause 9: General Education teachers and Special education teachers are not collaborating throughout the year to ensure that students' accommodations are being met with fidelity.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

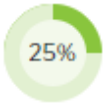
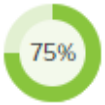
Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: ACT average score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC teachers will present a SMART goal lesson during class that contains: The significance of ACT Reflecting on current progress Setting SMART goals Commitment to Opportunity **Strategy's Expected Result/Impact:** Students meet the 21 ACT score **Staff Responsible for Monitoring:** DCC **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college				

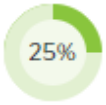
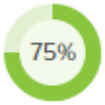
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: TSI Average score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide small group instructional support to 100% of seniors before taking the TSI exam. **Strategy's Expected Result/Impact:** Meet TSI readiness **Staff Responsible for Monitoring:** CC **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of parents that have students in the 12th grade have at least three parents meetings during the year to discuss, financial aid, TSI, and Tier 1/Tier 2 Universities.

Evaluation Data Sources: Attendance sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parents will have a technology device during the meetings to access the right documents/web sites online. **Strategy's Expected Result/Impact:** 100% of students matriculate to the university of their choice. **Staff Responsible for Monitoring:** Janeth Puente (DCC) **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** Laptops - Title I, Part A (4120) - $2,339.03	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meetings that are hosted by the college counseling team will have the correct A/V equipment so that parents are able to hear the meeting. **Strategy's Expected Result/Impact:** 100% of students matriculate to the university of their choice **Staff Responsible for Monitoring:** Janeth Puente (DCC) **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** A/V Equipment - Title I, Part A (4120) - $1,000	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

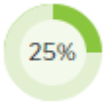
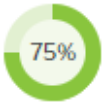
Goal 2: IDEA achieves an A Rating

Performance Objective 1: 6th through 8th grade students perform at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will conduct 1:1 data and goal conversations after each full scale exam so that students know their goal. **Strategy's Expected Result/Impact:** 100% of students in grades 6th-8th perform at or above grade level on Math STAAR **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 6th through 10th grade students performin at or above grade level in RLA as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will conduct 1:1 data and goal conversations after each full scale exam so that students know their goal **Strategy's Expected Result/Impact:** 100% of students in grades 6th-8th perform at or above grade level on Math RLA **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	50%	75%	

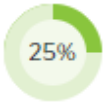
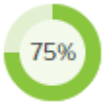
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Driven CTAG groupings targeting all tier priority students **Strategy's Expected Result/Impact:** 100% of EB students will grow one composite level **Staff Responsible for Monitoring:** Alexandra San Miguel **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 Minutes tracked on powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of HB4545 students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year through after school tutoring, during school tutoring, and track minutes in PowerTeacher. **Strategy's Expected Result/Impact:** 100% of students will meet the required HB4545 minutes **Staff Responsible for Monitoring:** Kathya Gonzalez **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	50%	75%	

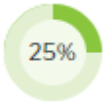
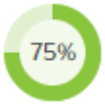
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED teachers will have weekly meetings with regular ed teachers to share student data and discuss lesson plans to ensure the instruction in the classroom allows special ed students to approach the subject. **Strategy's Expected Result/Impact:** 100% of SPED students will approach STAAR **Staff Responsible for Monitoring:** Kathya Gonzalez **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Alamo CP achieves 90/60/30 in approaches/meets/masters as measured by the STAAR exam

High Priority

Evaluation Data Sources: STAAR exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** As a school we will have an average of a 60 **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Safety Scorecard Score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar 100% of drills for the school year and not deviate from them. **Strategy's Expected Result/Impact:** Achieve a score of proficient in the campus safety scorecard **Staff Responsible for Monitoring:** Adrian Silva **ESF Levers:** Lever 3: Positive School Culture	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: IDEA CP Alamo will comply 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))

High Priority

Evaluation Data Sources: 50% attendance for the required events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade Team Leaders will ensure that 100% of their teachers call their homeroom parents to invite them to Meet the Teacher, Public Hearing, Spring Town Hall, and Report Card Pick Up two days before the event. **Strategy's Expected Result/Impact:** 85% of our families will assist the events. **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1, 4.2	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication from the school via remind/social media and flyers (one week in advance) with families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 85% of our families will assist the events. **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1, 4.2	25%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 3: IDEA CP Alamo will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: 100% of Anti-Bullying presentations will be completed by deadline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor will have a backwards plan to ensure that 100% of anti-bullying, smarter school curriculum be taught by the deadline. **Strategy's Expected Result/Impact:** Decrease in student behavior in every grade level in comparison to the 22-23 school year. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Alamo will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily Attendance %

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will hold daily ADA meetings with lead team and GTLs to ensure that all students absent receive a call by 8:15am. **Strategy's Expected Result/Impact:** Daily ADA % **Staff Responsible for Monitoring:** Adrian Silva (APO) **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools	15%	25%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement the ADA escalation matrix and ADA incentives. **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** Adrian Silva (APO) **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools	10%	30%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: MVPA minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students taking the Physical Education call will reveice a watch in which the MVPA minutes are tracked. **Strategy's Expected Result/Impact:** Meeting MVPA minutes **Staff Responsible for Monitoring:** Alexandra San Miguel (API) **Title I:** 2.5	25%	50%	75%	

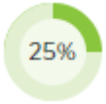
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: 100% of 2x2s and APRs are completed by the deadline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 90% of teachers will recommend their manager on the staff survey **Staff Responsible for Monitoring:** Alexandra San Miguel (API) **TEA Priorities:** Recruit, support, retain teachers and principals				

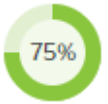
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA CP Alamo is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: 100% of staff positions filled

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria **Strategy's Expected Result/Impact:** 85% teacher retention by the end of the school year **Staff Responsible for Monitoring:** Maria Charles (Principal) **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Laptops		$2,339.03
1	3	2	A/V Equipment		$1,000.00
				Sub-Total	$3,339.03
				Budgeted Fund Source Amount	$3,339.03
				+/- Difference	$0.00
				Grand Total Budgeted	$3,339.03
				Grand Total Spent	$3,339.03
				+/- Difference	$0.00

IDEA Public Schools

Ambrose & Freda Robinson Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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

Demographics

Demographics Summary

IDEA Robinson Academy is a public charter school located on the west side of San Antonio that currently provides high quality education for grades K-5 in the San Antonio Region. Our mission is to ensure that we are closing the achievement gap by getting scholars to achieve academic success by having scholars end the year on or above grade level year after year and to ensure mastery on all state assessments. Doing so, ensures we are fulling our mission of 100% of our scholars getting to and through college.

Demographics Strengths

We serve a diverse group of families and scholars that ensures we are providing scholars the opportunity to grow and learn about different cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lead teacher staff retention ended at 70%. **Root Cause:** Lack of training on work life balance and how to stay organized and on task to meet deadlines and expectations.

Problem Statement 2 (Prioritized): Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. **Root Cause:** Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Student Learning

Student Learning Summary

For the 22-23 school year we served K-2 scholars. Our driving goal was to ensure that we had at least 90% of our K-2 scholars end the school year on or above grade level in Reading. Our campus ended with an on track status of 82%. Other instructional goals have been to hit at least 90/60/30 on our district EOY Final exams. Math achievement was at 95/79/65. ELA achievement was at 86/78/48. Science was at 82/67/45. Social Studies was at 93/84/39.

Student Learning Strengths

Our campus strengths are within our Direct Instruction and Math achievement as scholars made growth in their reading skills this year, and we exceeded 90/60/30 in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus goal is to have 90% of all K-2 scholars end the year on grade level in our Direct Instruction program. We only had 84% of scholars meet goal by the last day of school. **Root Cause:** We failed to incorporate daily interventions at the beginning of the school year.

Problem Statement 2 (Prioritized): Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause:** We did not train teachers on accountable talk and writing expectations until 2nd semester.

School Processes & Programs

School Processes & Programs Summary

All instructional staff are provided the necessary training to effectively deliver their content specific subjects before the school year begins. Instructional staff engage in year long professional envelopment led by campus Principals or Assistant Principals to enhance their skills to ensure academic results are met. Leaders engage in their own leadership development to ensure they are coaching and providing consistent feedback to staff. All stakeholders are required to consistently communicate with each other to support our scholars learning and behavioral needs and to adjust as needed.

School Processes & Programs Strengths

1. Our campus consistently follows and engages in district safety protocols that ensures the safety of our scholars, staff, and community.

2. We have strong operating mechanisms in place for lesson plan submission, parent communication expectations, and professional development opportunities based on campus needs.

3. We provide our staff the opportunity to consistently give upward feedback on concerns or recommended changes to support campus culture.

4. We provide our community with monthly engagement events to build strong partnerships.

5. We have consistent feedback operating mechanisms to support our teachers ongoing professional development.

6. We make data driven decisions by analyzing scholar data weekly and enact changes when needed to support our mission.

7. We have a strong operating mechanism to celebrate staff regularly to build relationships, investment and trust.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2. **Root Cause:** We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 2 (Prioritized): Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause:** We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Perceptions

Perceptions Summary

For the 22-23 school year we had an employee satisfaction survey result of 81% and as per district this was meeting goal for ensuring we are creating a great place to work for employees. Robinson AC also had a parent satisfaction survey results of 4.4 out of a 5 point scale. Our campus staff retention for all staff stood at 90.32%. Robinson also engaged in recruitment business partnerships to secure new scholars year round. Our overall scholar persistence for the 22-23 school year ended at 86.4% on the last day of school.

Perceptions Strengths

1. Robinson Academy teachers consistently met our campus expectation for weekly parent communication.

2. Our school community was informed of engagement events at least 4 weeks in advance to promote team and family.

3. We held weekly campus tours for any current or new prospective family to engage with campus principal and other lead team members.

4. We used various communication platforms to engage with parents.

5. We celebrated scholars consistently with using a school wide token system to promote positive behaviors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We had 12 leavers for campus culture for the 22-23 school year due to communication. **Root Cause:** Staff did not respond to parent concerns within 24 hours consistently and we did not have an operating mechanism in place to track 24 hour communication response time to support accountability with staff.

Problem Statement 2 (Prioritized): We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause:** Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Priority Problem Statements

Problem Statement 1: Lead teacher staff retention ended at 70%.

Root Cause 1: Lack of training on work life balance and how to stay organized and on task to meet deadlines and expectations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus goal is to have 90% of all K-2 scholars end the year on grade level in our Direct Instruction program. We only had 84% of scholars meet goal by the last day of school.

Root Cause 2: We failed to incorporate daily interventions at the beginning of the school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We had 12 leavers for campus culture for the 22-23 school year due to communication.

Root Cause 3: Staff did not respond to parent concerns within 24 hours consistently and we did not have an operating mechanism in place to track 24 hour communication response time to support accountability with staff.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2.

Root Cause 4: We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets.

Root Cause 5: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our scholars struggled to express complete thoughts on paper when writing was required.

Root Cause 6: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year.

Root Cause 7: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We had 359 tier 2 or tier 3 level behavior infractions for this school year.

Root Cause 8: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

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

- 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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: District Mock Exams
Mini Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars who fall between the does not meet or approraches categories for STAAR reading resultes will attend AM or PM extended school day tutorial sessions. **Strategy's Expected Result/Impact:** At least 60% meets average in 3rd grade reading. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** Extra Duty Pay for Staff - Title I, Part A (4120) - $5,000	N/A	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause**: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will aincrease from 58% to 60% in Spring 2024 (HB3)

Evaluation Data Sources: District Mock Exams
Mini Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars who fall between the does not meet or approaches categories for STAAR Math results will attend AM or PM extended school day tutorial sessions. **Strategy's Expected Result/Impact:** At least 60% meets average in 3rd grade Math. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** Supplemental online curriculum rescouces - Title I, Part A (4120) - $3,000	N/A	15%		

 No Progress Accomplished Continue/Modify Discontinue

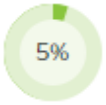
Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause**: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will engage in strategic tutoring sessions with our ELL coordinator and EL teachers increase or maintain their proficiency. **Strategy's Expected Result/Impact:** 40% of scholars that take TELPAS will maintain or increase their proficiency levels. **Staff Responsible for Monitoring:** Principal, TC and EL coordinator **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause**: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 100% of AC identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TEK aligned instruction provided during non-core content instructional time daily. **Strategy's Expected Result/Impact:** 100% of HB4545 scholars meet their required minutes. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Extra duty pay for staff - Title I, Part A (4120) - $5,000	10%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause**: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 50% of AC SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District MOCK exams
Mini benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide in class supports of SPED scholars. **Strategy's Expected Result/Impact:** 50% of SPED scholars attain approaches status in STAAR. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 2	5%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause**: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IDEA Robinson Academy 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))

Evaluation Data Sources: District MOCK exams
Mini Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Achieve 90/60/30 in approaches/meets/masters **Staff Responsible for Monitoring:** Principal, teachers, APIs Testing coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

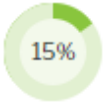
Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause**: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Goal 2: 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))

Evaluation Data Sources: Campus quarterly safety walkthroughs/evaluations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly campus safety walkthroughs. **Strategy's Expected Result/Impact:** Campus will be rated at proficient or higher in campus score card. **Staff Responsible for Monitoring:** Principal and APO. **Title I:** 2.5, 2.6 **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause**: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Goal 2: 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))

High Priority

Evaluation Data Sources: Attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 100% compliance with Title 1 Family Engagement requirements. **Staff Responsible for Monitoring:** Principal and School Counselor **Title I:** 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 2 **Funding Sources:** Materials for parent engagement events - Title I, Part A (4120) - $5,000	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. **Root Cause**: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Goal 2: 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))

Evaluation Data Sources: Attendance Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have scholars engage in the Anti-Bullying and Safer, Smarter Schools Curriculum during designated electives times at least a month before deadline. **Strategy's Expected Result/Impact:** 100% of scholars complete Anti-Bullying and Safer, Smarter Schools Curriculum. **Staff Responsible for Monitoring:** Principal and School Counselor **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. **Root Cause**: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utlize district tracking platform to track MVPA minutes. **Strategy's Expected Result/Impact:** 100% of scholars will meet their MVPA minutes by the end of the school year. **Staff Responsible for Monitoring:** Principal, API, and Campus PE teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause**: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Robinson AC will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: LOCUS dashboard
ADA Matrix Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Promote campus wide ADA incentives in all parent communication platforms. **Strategy's Expected Result/Impact:** Scholars will be present everyday and the campus will meet ADA goal. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Perceptions 2 **Funding Sources:** ADA incentives for scholars - Title I, Part A (4120) - $2,000	10%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause**: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Goal 4: 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.

High Priority

Evaluation Data Sources: District completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set campus specific calendar invite deadlines two weeks in advance of any staff development cycle district deadline. **Strategy's Expected Result/Impact:** 100% of full time staff will complete all staff development requirements. **Staff Responsible for Monitoring:** Principal. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	35%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 90% of my staff will be rated Proficient in GET strands by the end of year. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	N/A	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2. **Root Cause**: We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause**: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Robinson AC is 85% 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

Evaluation Data Sources: Locus Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Retain 85% of Robinson AC staff for the 23-24 school year. **Staff Responsible for Monitoring:** Principal. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	50%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause**: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IDEA Robinson AC will meet be 100% scholar enrollment for the 23-24 school year by the 11th day of school.

High Priority

Evaluation Data Sources: STREAM dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have targeted weekly recruitment efforts to attract applications. **Strategy's Expected Result/Impact:** 100% AC enrollment by 11th day of school. **Staff Responsible for Monitoring:** Principal and APO **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 2 **Funding Sources:** Extra Duty Pay - Title I, Part A (4120) - $10,000	10%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause**: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra Duty Pay for Staff		$5,000.00
1	2	1	Supplemental online curriculum rescouces		$3,000.00
1	4	1	Extra duty pay for staff		$5,000.00
2	2	1	Materials for parent engagement events		$5,000.00
3	2	1	ADA incentives for scholars		$2,000.00
5	1	1	Extra Duty Pay		$10,000.00
				Sub-Total	$30,000.00
				Budgeted Fund Source Amount	$1,256.47
				+/- Difference	-$28,743.53
				Grand Total Budgeted	$1,256.47
				Grand Total Spent	$30,000.00
				+/- Difference	-$28,743.53

IDEA Public Schools

Bluff Springs Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 3, 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 PuIDEA Bluff Springs Academy students are courageous and empathetic, self-driven learners who believe they have the power and responsibility to shape their community. Curiosity will drive students to flex their college readiness by generating solutions to complex challenges and envisioning the world as it might be. Our students will be equipped with the skills to develop claims, justify their positions, and communicate in ways that influence change and strengthen relationships. BSA staff is in the business of creating a positive space that will help them reach their true, limitless potential of becoming brave critical thinkers, passionate and elite lifelong learners, and overall good people.â€‹ blic 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: August 3, 2023

Demographics

Demographics Summary

Bluff Springs Academy launched in 2016 with kinder, 1st, and 2nd grade. Since then, we have become a full-scale campus serving 604 students from Kindergarten to 5th grade. We are an open-enrollment primary campus in the South Austin area. 84.38% of our students have been identified as economically disadvantaged.

Demographics Strengths

81.70% Hispanic

.47% American Indian - Alaskan Native

1.10% Asian

8.04% Black African-American

.17% Native Hawaiin - Pacific Islander

7.73% White

.79% Two or more

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not meet the 97.5% attendance rate goal. We landed at 92.3% ADA.; **Root Cause:** 1) Family culture does not reflect the importance of attending school every day. With a 84.4% student population that identifies as being economically disadvantaged, Parents work schedules usually take priority.

Problem Statement 2: A stronger ELL program is needed. **Root Cause:** Our school has a positve reputation with the Hispanic community, and because of this many of our students are non-english speakers. Parents are worried about how the stduents will communicate. Parents also then have lack of communiation with some of the staff.

Student Learning

Student Learning Summary

EB students have made a significant improvement in the area of closing the achievement gap. Fourth and Fifth grade students continue to perform above the district and region in science and reading benchmark assessments. Students in K-2 have made growth throughout the year; students making significant gains on Dibels and placing in above grade level programs in kinder. Special education students performed well in Science and social studies in 3rd and 4th grade. First and second grade math average achievement score on final exams was an 83. Third through fifth grade showed growth over the year in math moving out of quartile 4 to quartile 2 or 3.

Student Learning Strengths

Our students have historically shown strength in ELA for the past 2 years. Math skills have developed but are not at the level of our ELA. EB students have made gains in the classroom because of implementation of EB strategies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets indicators for 3rd-5th ELA were significantly below in all grade levels (overall average 28) **Root Cause:** Writing skills have not been fully developed, inconsistent reading teachers in 3rd grade, curriculum pacing assumes students are on grade level, not enough access and opportunities to practice with on grade level text, more celebrations needed to celebrate growth over time versus at major benchmarks; CSI time not held sacred to support struggling readers.

Problem Statement 2 (Prioritized): DI not meeting benchmark goals for students to be on grade level (program completion). **Root Cause:** inconsistent teachers in grades K and 1, access to support programs (iReady) was missing because of lack of computers in lower grades, time and opportunities missing to identify specific gaps to provide additional support, attendance.

Problem Statement 3: Meets indicators continue to be below goal for 3rd-5th grade math (overall average 42) **Root Cause:** Foundational math skills have not been fully addressed, pacing of curriculum does not allow for re-teach or opportunity to address gaps, additional support systems not in place (intervention teacher inconsistent, Hotspot/Dreambox not addressing student needs), more celebrations needed to celebrate growth over time versus at major benchmarks.

School Processes & Programs

School Processes & Programs Summary

At IDEA Bluff Springs, we use the Guideposts for Excellent Teaching Rubric to evaluate our teachers. This rubric is broken down into 5 instructional guideposts, each representing a component of excellent teaching. Each guideposts is composed of three to five rows that each represent different proficiencies within the guidepost.

Ratings on the GET rubric are on a scale of 1-5. A score of 1 is pre-novice, 2 represents a novice score, 3 is proficient, 4 is advanced, and 5 is exceptional. Below shows an average of teacher GET ratings on each guidepost.

GET Rating Summary:

Guidepost 1 - Goal Setting: 3.79

Guidepost 2- Classroom Climate and Culture: 3.82

Guidepost 3 - Planning: 4

Guidepost 4 - Lesson Delivery: 3.65

School Processes & Programs Strengths

Strengths:

Bluff Springs Academy teachers have strong classroom culture.
Bluff Springs Academy teachers plan rigorous lessons aligned to the assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to increase student practice within lessons, specifically among teachers who are new to their content. **Root Cause:** 1) Lack of consistent time for lesson rehearsals and feedback for teachers. 2) Lack of skill-focused high-quality professional development opportunities in content teams.

Problem Statement 2: There is a need to increase the capacity of new teachers to better respond in gaps to student learning. **Root Cause:** 1) Lack of consistent time for lesson rehearsals and feedback for teachers. 2) Lack of skill-focused high-quality professional development opportunities in content teams.

Perceptions

Perceptions Summary

Persistence: 87%

ADA:92%

Staff Retention: 69%

Great Places to work: 68%

Perceptions Strengths

Teachers feel comfortable and happy in their grade teams.

Families are happy with the communication they are receiving and with their interactions with their teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff often feel overworked or burnt out. **Root Cause:** We have not provided enough targeted PD for staff around issues that take a lot of time.

Problem Statement 2 (Prioritized): ADA problems spiraled throughout the year and chronic absences piled up. **Root Cause:** ADA initiatives were unsustainable and fell off as the year went on.

Priority Problem Statements

Problem Statement 1: We did not meet the 97.5% attendance rate goal. We landed at 92.3% ADA.;

Root Cause 1: 1) Family culture does not reflect the importance of attending school every day. With a 84.4% student population that identifies as being economically disadvantaged, Parents work schedules usually take priority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student practice within lessons, specifically among teachers who are new to their content.

Root Cause 2: 1) Lack of consistent time for lesson rehearsals and feedback for teachers. 2) Lack of skill-focused high-quality professional development opportunities in content teams.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: ADA problems spiraled throughout the year and chronic absences piled up.

Root Cause 3: ADA initiatives were unsustainable and fell off as the year went on.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Staff often feel overworked or burnt out.

Root Cause 4: We have not provided enough targeted PD for staff around issues that take a lot of time.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Meets indicators for 3rd-5th ELA were significantly below in all grade levels (overall average 28)

Root Cause 5: Writing skills have not been fully developed, inconsistent reading teachers in 3rd grade, curriculum pacing assumes students are on grade level, not enough access and opportunities to practice with on grade level text, more celebrations needed to celebrate growth over time versus at major benchmarks; CSI time not held sacred to support struggling readers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: DI not meeting benchmark goals for students to be on grade level (program completion).

Root Cause 6: inconsistent teachers in grades K and 1, access to support programs (iReady) was missing because of lack of computers in lower grades, time and opportunities missing to identify specific gaps to provide additional support, attendance.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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)

High Priority

HB3 Goal

Evaluation Data Sources: Internal assessments, boot camps, and ACT scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host ACT boot camp sessions. **Strategy's Expected Result/Impact:** Meet the ACT goal of 21 or higher average **Staff Responsible for Monitoring:** All staff	20%	45%	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Literacy support in all contents. **Strategy's Expected Result/Impact:** Meet ACT score of 21. **Staff Responsible for Monitoring:** All high school staff and lead team.	20%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

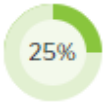
Strategy 1 Details	Reviews			
Strategy 1: Strategic instructional backwards plan for TSI readiness.	Formative			Summative
	Oct	Jan	Mar	June
	20%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Add more opportunities for students to practice TSI. **Strategy's Expected Result/Impact:** Students will become more familiar and comfortable with the assessment.	Formative			Summative
	Oct	Jan	Mar	June
	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive STAAR aligned writing practice in all contents in 2-5. **Strategy's Expected Result/Impact:** Students increase meets average in 3rd grade ELA and above.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 32% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided sufficient practice time.	Formative			Summative
	Oct	Jan	Mar	June
	25%	35%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive PD on exemplars w/ clear CFS and how to deliver "rapid at bats" **Strategy's Expected Result/Impact:** Meets average will increase in 3rd grade	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use EB focused look fors during observations.	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

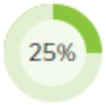
Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Defined (Recommended Examples: after school tutoring, during school tutoring, pull out during Hotspot/AR, minute tracking in PowerTeacher)	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use student/special education teacher owned TEKS trackers for reteach targets.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately . **Strategy's Expected Result/Impact:** Increase accountable through tracking and check ins. **Staff Responsible for Monitoring:** API & Principal **Title I:** 2.4 - **TEA Priorities:** 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 **Funding Sources:** Resources for families to use at home that can help build math and reading proficiency. - Title I, Part A (4120) - $2,572.29	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of safety drills will be performed and documented with fidelity.				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use campus events calendar to with fidelity.	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use district calendar to backwards plan and carryout all students curriculum with fidelity.	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MVP minutes will be tracked daily by using the HRM watches.	25%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the District ADA matrix with fidelity to engage families.				

  No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students will use HRM with fidelity so that minutes can be tracked.	25%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff development cycle will be implemented with fidelity and used to tailor teacher's path to excellence.	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan quarterly principal touch points with staff.	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1	Resources for families to use at home that can help build math and reading proficiency.		$2,572.29
				Sub-Total	$2,572.29
				Budgeted Fund Source Amount	$2,646.49
				+/- Difference	$74.20
				Grand Total Budgeted	$2,646.49
				Grand Total Spent	$2,572.29
				+/- Difference	$74.20

IDEA Public Schools

Brackenridge Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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

Demographics

Demographics Summary

As a kindergarten - 5th grade campus, we recognize the importance of building a solid academic & social foundation. As such, we embody a campus culture rooted in integrity, unity, and synergism.

Demographics Strengths

At IDEA Brackenridge, we charge all 730+ scholars, teachers, and community member to build authentic relationships, maintain growth mind-sets, and to remember to treat all people with the dignity and respect they want.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause:** 25% of teachers out daily, due to teacher shortages, prevented the campus from consistently implementing the SEL program.

Problem Statement 2: Limited family engagement events **Root Cause:** 25% of teachers out daily, due to teacher shortages, reduced the number of parent engagement events to two.

Student Learning

Student Learning Summary

Student outcomes resulted in ELA & Math distinctions; nevertheless, ELA academic achievement fell below target score of 66. Additionally, reading outcomes for kindergarten - 2nd decline from previous years. Less than 50% of kindergarten students and less than 60% of 1st grade students ended the year at grade-level.

Student Learning Strengths

See PDF Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Failed to provide TEK aligned instruction in reading intervention. **Root Cause:** Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Problem Statement 2: Collaboration with content teacher and AR facilitator to align program needs to classroom instruction **Root Cause:** Accelerated Reading program implemented by classroom teachers to supplement in staffing for majority of school year

Problem Statement 3: School-wide academic events to promote cross curriculum instruction and engagement in content. **Root Cause:** Limiting whole group interact led to canceling of events

School Processes & Programs

School Processes & Programs Summary

At IDEA Brackenridge we promote learning for scholars and staff. Our teachers and staff participate in weekly professional development opportunities that provide our campus with the tools needed for scholar success and mastery. At IDEA Brackenridge we also implement a teacher mentor program that provides teachers with the guidance and support needed for professional growth and development. Similarly, to support staff in their learning, leaders are coached weekly and conduct daily observations for on-the-spot coaching. At IDEA Brackenridge we've built a culture of physical health and awareness through our teacher sponsored sports clubs.

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 23 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 met 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 reatins 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"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus leaders were inconsistent in holding staff accountable to campus expectations. **Root Cause:** Teacher handbook did not provide clear and concise expectations and in some areas, implementation varied.

Problem Statement 2: Only 24% of teachers see our work place as "psychologically safe" environment. **Root Cause:** Demands on instructions, staff shortages, academic gaps, and vacancies places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Perceptions

Perceptions Summary

At IDEA Brackenridge, we value culture & climates built on inclusion and respect. As such, we reflect on areas of strengths and opportunities, taking into account what families communicate as their experiences, involvement requests, and overall perspective as to how we are serving their children.

Perceptions Strengths

We had a minimum of one family engagement event per month. Family newsletter sent out weekly. SC post to Remind at least 2 times per week to families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited campus-wide events for families to increase interactions with teachers and staff **Root Cause:** Not being able to require teachers to attend events beyond the 2 required per year and PD days taken for recruitment instead of teacher conferences or more interactions.

Problem Statement 2: Staffing shortage lead to staff being stretched thin and not being able to dedicate as much time to families **Root Cause:** Staff quitting and people having to step into multiple roles. Also, not being able to hire more people.

Priority Problem Statements

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 90% of Brackenridge Academy's scholars in Kinder - 2nd will end the year on or above grade-level in Reading Mastery Transformation

High Priority

HB3 Goal

Evaluation Data Sources: DI Online Dashboard
District Reading and Math Assessment outcomes
Executive Tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Engage in lesson rehearsals with DI teachers (script practice) and core content teachers (3 x week) to ensure fidelity to script and execution of TEKs -based instruction. **Strategy's Expected Result/Impact:** 1. Teach Boost Rating of Proficient or higher for GET 1A and GET 1B 2. Daily lesson progress/weekly lesson progress met + 90% or higher on Mastery Test 3. 80% or higher HR/whole class average on daily ETs for K-2 Core Content in Reading and Math **Staff Responsible for Monitoring:** All Direct Managers of Instructional Staff: - Principal and/or Assistant Principal of Instruction (API) **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	15%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 45% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host a minimum of six Saturday schools and Friday extended learning sessions targeting reading and math based on data from most current biweekly assessments **Strategy's Expected Result/Impact:** Providing extended learning opportunities will give scholars additional practice in a small group setting, which will lead to increased content mastery. **Staff Responsible for Monitoring:** Math & Science - Assistant Principal of Instruction - Juan (Albert) Gonzalez ELAR - Principal - Marlitha Williams **Title I:** 2.5	N/A	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 27% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars receive high-quality, aligned TEKs-based, first instruction in Reading to be executed by all content teachers in grade three (3rd grade) **Strategy's Expected Result/Impact:** 1. 80% or higher on their daily exit ticket 2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches) **Staff Responsible for Monitoring:** Principal Manager of Reading Language Arts (RLA) **Title I:** 2.4, 2.6	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2)) **Strategy's Expected Result/Impact:** 1. Instructional Rounds with an emphasis on EB scholars 2. TELPAS Fall Assessment Data **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.6	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

HB3 Goal

Evaluation Data Sources: Powerschool tracking data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on how to effectively record individual student HB4545 hours in Power School (PS) and ensure leaders verify student hours the same day. Leaders will discuss HB4545 PTG in their weekly tactical to ensure they are on track to meet all required hours by the TEA prior to STAAR 2024. **Strategy's Expected Result/Impact:** 1. 100% of 3-5 scholars will receive their required HB4545 hours prior to STAAR 2024 **Staff Responsible for Monitoring:** Principal APIs Teachers **Title I:** 2.4, 2.6	N/A	5%		

No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teacher lesson plans include appropriate accommodations, as outlined in the scholar's IEP, to ensure scholars master the day's objective/skill. **Strategy's Expected Result/Impact:** 1. 100% of SPED scholars achieve 70% of higher on daily ETs 2. 100% of SPED scholars meet their growth goal/shift from one performance band to another on their District exams. **Staff Responsible for Monitoring:** Principal APIs Teachers (General Ed and SPED) **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	5%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

Evaluation Data Sources: STAAR

Summative Evaluation: No progress made toward meeting Objective

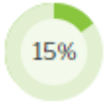
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly data-informed tutoring based on ET avg. lower than 70% and assessment data lower than 85%. **Strategy's Expected Result/Impact:** Providing extended learning opportunities will give scholars additional atbats in a small group setting, which will lead to mastering concepts and reinforcing them. **Staff Responsible for Monitoring:** Math & Science - Assistant Principal of Instruction - Juan (Albert) Gonzalez ELAR - Principal - Marlitha Williams **Title I:** 2.5	N/A	40%		

 No Progress Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: Safety audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus lead team trains staff on 100% safety operating mechanisms and monitors the implementation from all staff. NOTE: APO leads all safety trainings in partnership with the LT members. **Strategy's Expected Result/Impact:** 1. 100% of monthly safety trainings and drills are executed **Staff Responsible for Monitoring:** APO and Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Sign-in records for Meet the Teacher - 8/7; Public Hearing - 8/24; Semester 1 Report Card Night 10/6; and Spring Town Hall (Date TBD)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increased frequency and means of communication with families through: 1. Yearlong events calendar, 2. Daily student behavior outcomes electronically available to families, 3. Weekly parent newsletter disseminated Mondays, 4. Communication with families through REMIND, FB, and Class Dojo **Title I:** 4.2	5%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: New to IDEA student cohort swag to be distributed by end of September: Supplies for monthly parent engagement event. Supplies for Meet & Greet with New to IDEA families on October 5th and Report Card Night on October 16th. **Strategy's Expected Result/Impact:** Increase NTI persistence by 10 percent, resulting in 97%, by end of semester 1. **Staff Responsible for Monitoring:** School Counselor and Principal **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools	N/A	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Counselor tracker submission for session completion

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor will lead and/or train teachers to effectively implement and complete 100% of violence prevention/anti-bullying/school safety training to all Brack AC staff. **Strategy's Expected Result/Impact:** 1. Decrease reports of bullying 2. Decrease School Conduct Violations + Out of School Suspensions (OSS) 3. Increase Morning Meeting Move this World Participation (Average 80% or higher)	N/A	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data submission on Fridays of IHT tracker and report outcomes during biweekly check-in **Strategy's Expected Result/Impact:** Improved health of scholars will support increased daily attendance as over 70% of reported absences attributed to health. **Staff Responsible for Monitoring:** API - Jessica Loera				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Brackenridge will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA Matrix

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly ADA matrix review to identify students of concern and review next steps with person responsible for its implementation. **Strategy's Expected Result/Impact:** Increased awareness will inform next steps and create an accountability system for follow-up, which will improve attendance outcomes **Staff Responsible for Monitoring:** APO - Jacqulin Garcia	N/A	10%		

 No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

Evaluation Data Sources: Cornerstone

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leader participate in Leader's Advantage cohort with focus on teacher retention, to inform monthly teacher appreciation events, teambuilding activities during monthly professional developments, increased opportunities for teacher provide upwards feedback and input in campus decisions **Strategy's Expected Result/Impact:** Reflecting on our current leadership and collaborating with others to inform our leadership knowledge and understanding in working to improve our teacher-leader relationships **Staff Responsible for Monitoring:** Principal - Marlitha Williams	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Brackenridge is 75% 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

Evaluation Data Sources: Teacher retention tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create social media postings related to job openings to increase awareness. **Strategy's Expected Result/Impact:** Increased applicants increases the likelihood of attaining qualified candidates. **Staff Responsible for Monitoring:** Principal - Marlitha Williams	5%	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

IDEA Public Schools

Brownsville Academy

2023-2024 Campus Improvement Plan

Board Approval Date: September 16, 2023
Public Presentation Date: August 24, 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.

Fostering a Community of Lifelong Learners

IDEA Brownsville Academy will foster opportunities for parents, students, and staff to become a community of lifelong learners. Bobcats will learn to articulate their emotions and academic needs as well as support each other through encouraging acts of kindness and open communication. IDEA Bobcats will participate in a school community built on three pillars:

Love of Learning

Continuous Improvement

School Connectedness

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**

We believe that:â€‹ Character & Cultural Competence Build Great Citizensâ€‹, Responding to Diverse Needs Promotes Equityâ€‹, Reflective Decisions Drive Continuous Improvement.

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary

IDEA Brownsville Academy is part of the IDEA Public Schools open charter school district. Our campus was founded in 2012 and serves students from kinder through 5th grade. Our approximate enrollment is 690 students: 47% males and 52% females. The demographics in our campus is comprised of the following: 59% at-risk, 68% special education, 76% economically disadvantaged, 51% emergent bilinguals, 95.4% Hispanic, 3.7% white, 1% African-American, and 3 other groups with less than 1% population. Our new students are selected through lottery in February after the registration period that runs from September to January.

The average daily attendance for IDEA Brownsville Academy for the 22-23 school year was 92%. Mobility rate is less than 5%. Our discipline records show a total of 57 incidents out of which 34 were out of school suspensions and 23 were in-school suspensions. Our total student attrition was 91 students, equal to 13%.

The average number of student to teacher ratio is 27. Our staff is comprised of 23 full-time teachers (8 males and 26 females) and 13 co-teachers along with 2 RISE units (lifeskills) serving students K-5. Close to 55% of the staff has been teaching between 6-10 years and 19% have taught less than 5 years. The majority of the staff identifies Hispanic (84%) and 14% white. Students in grades 1st-5th have a teacher per subject, while only kindergarten is self-contained. Our teacher retention is 86%. While not all teachers are certitifed, they all hold a four-year degree and 4% hold a masters. Ten out of thirteen co-teachers hold a bachelors degree while the other 3 hold an associates.

Among the different supplemental programs offered are a bilingual program for transitional late exit, ESL services, Special Education, and an After School Program including tutorial, sports, dance, cheer, music, art, chess, and coding classes. There are multiple student clubs specific to age groups.

Demographics Strengths

Staff retention rates have been steadily over 85% for the past 4 years.

All ELA/RLA teachers got SIOP trained by bilingual experts.

Equity in after school programs offered in K-5.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers' are prioritizing scope and sequence over student needs. **Root Cause:** Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Problem Statement 2 (Prioritized): Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause:** Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Problem Statement 3 (Prioritized): Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause:** Opportunities to overcommunicate were not leveraged.

Student Learning

Student Learning Summary

Student progress at IDEA Brownsville Academy as evidenced by the latest state accountability ratings shows an increase from an __ to a __ score with 100% participation rate. Our student achievement score is currently pending for state exams. With a total of ____ tests we earned ___ points for school progress placing us at a __ out of 100. We also scored ___/100 in closings the gaps meeting the targets for every major group in our school demographics including __ % of our English Language Learners making at least one year progress in TELPAS.

For our non-state assessed curriculum, we performed as follows:

Grade	Wit & Wisdom FE	BAW FE	Eureka Math FE	Science FE	Social Studies FE
Kinder	86|83|49	[redacted]	97|90|54	97|87|48	100|93|62
1st	100|100|100	[redacted]	97|75|32	95|85|60	88|77|49
2nd	96|90|74	[redacted]	93|78|50	98|85|31	85|69|26
3rd	48|3|1 (ME)	93|65|34	81|47|15 (ME)	68|22|4	97|77|47
4th	71|41|19 (ME)	88|66|48	74|38|17 (ME)	98|91|64	99|92|84
5th	80|45|19 (ME)	[redacted]	82|48|20 (ME)	73|40|12 (ME)	98|93|85

Our RenSTAR data showed that the campus data showed growth from BOY to EOY in 1st and 4th grade for Reading and in 2nd, 3rd, and 4th grade for Math. Even though certain grade levels showed growth, growth was minimal and not aligned with district/state exams or other progress measure programs.

Exam (BOY to EOY)	1st	2nd	3rd	4th	5th
Reading (BOY|EOY)	33% | 57%	45% | 42%	41% | 28%	41% | 42%	48% | 34%
Math (BOY|EOY)	53% | 52%	48% | 55%	54% | 61%	55% | 68%	66% | 58%

Regarding our K-2 students, 91% of kinder, 90% 1st graders, and 88% of second graders ended the school year on or above grade level according to our district curriuclum guidelines and DIBELS testing. Math assessments demonstrate that at least 50% of our students ended the year on or above grade level and the rest need additional support in preparedness for the next grade level.

Our retention rate for the 21-22 school year was less than 1% and all students are currenlty placed in RtI.

As we embark in the 23-24 school year, we will continue to collect data through the use of:

-Ren Star

-Panorama Results

-STAAR/TELPAS

-Grades

-RtI progress monitoring

-HB 4545 tracker

Student Learning Strengths

- Students receiving RtI throughout the year qualified for special education referral or continued with interventions for the 2nd quarter.
- Students in 2nd-5th grade received math intervention to close gaps using I-ready Math beginning quarter 1 using RenSTAR data. As a result, we saw an improvement in the percent of students on track in 3 out of the 4 grade levels.
- *The use of Imagine Learning software has proven to help close gaps by at least a school year with regular use and monitoring. RenSTAR data was used to create individualized playlists on Imagine Learning at each progress monitoring point for CSI students. As a result, 68% of CSI students showed growth of 2 years or more.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause:** Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Problem Statement 2 (Prioritized): Teachers are unclear about the RTI process (What to do when/how long) **Root Cause:** Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

School Processes & Programs

School Processes & Programs Summary

Our campus has a "leader in training" (LIT) program that allows teachers to practice and implement leadership skills by joining administration during instructional rounds, work on organizing time and tasks, identify root causes for instructional gaps, and master their craft in teaching. For all existing leaders there is a scope and sequence that is followed throughout the year providing ample opportunities for unpacking, practice and feedback of skills needed to perform leadership and coaching tasks.

Professional development is created based on campus trends and categorized into three: awareness, understanding and application. Each category or pathway, provide teachers opportunities to become proficient in one area. For example, in the awareness pathways teachers gain actionable skills around building relations, behavior, social emotional well-being, & classroom management. Staff interested in developing foundational understanding of a focus instructional area such as building background, making connections, activating prior knowledge, enhancing vocabulary skills in any content participate in the understanding pathway. Staff interested in engaging in personalized coaching and explore concepts of building strategies for striving learners: special populations including, but not limited to, special education, English learners, 504, RtI and other participate in the application pathway. When data yields specific areas of concern, we push that strategy to one of the three pathways to ensure staff receives the training they need in a timely manner.

To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed to allow for creativity and autonomy in HOW they conduct business while we are clear about the WHAT needs to get done.

Included in the master schedule is Move This World, a social-emotional curriculum paired up with Respect, Obey, Act Responsibly, Ready to Learn: R.O.A.R adapted from PBIS to encourage students to make the right choices at all times. Our school has posters located in centralized areas promoting R.O.A.R. and IDEA 55. Mindful strategies are provide to learners so they can apply them during classes, recess, or intervention time. Tech is provided 1:1 in grades 3-5 and a computer-on-wheels for grades K-2.

Curriculum meetings are held every year to equip parents with tools necessary to support their children during the course of the year.

Restorative discipline approaches are utilized when possible allowing staff to collaborate and communicate common areas of concern using Kickboard, and ABC strategies. All students' discipline is monitored through a positive approach earning points for following R.O.A.R.

Every Monday there is a PowWow celebration in which all Bobcats receive school recognition for their attendance, choices, academic performance, and physical activity accomplishments.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts, ballroom dance, folkloric dance, hip hop dance, coding, gaming, guitar (music) Monday thru Friday free of charge.

Campus operating mechanisms include constant progress monitoring of all populations to ensure a love of learning and continuous improvement are in place. Bobcats are supervised at all times during recess and lunch breaks. Cameras are located in every hallway for additional supervision. All doors remain locked throughout the school day.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

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).
- IDEA has begun a dyslexia training for leaders through cohorts.
- 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 3.7/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 3.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 3.8/5 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): Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause:** Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.

Problem Statement 2 (Prioritized): Staff underutilizing resources provided and communication tools. **Root Cause:** Manager accountability and feedback.

Problem Statement 3 (Prioritized): Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques **Root Cause:** Insufficient training for teachers to help address emotional problems and improve student achievement

Perceptions

Perceptions Summary

Families that apply to IDEA Brownsville are in search of a structured learning environment that focuses ideally on Going To and Thru College. Our classrooms are structured in such a manner that all students receive the highest level of education possible that ensures a conducive environment for our scholars to grow and interact with one another. As part of our incentive system that will be implemented our Bob-ee store will continue to transpire as a part of our behavior/discipline management system using the Kickboard platform.

Onboarding one to one sessions are scheduled for all families who do not attend our school-wide Welcome to IDEA event in May. Our enrollment coordinator, Magdiel Martinez. During the onboarding, parents will receive a Parent Playbook, one-to-one session around expectations, how WE communicate with families, and logistical information to ensure a smooth first day of school and academic school year. Parents also meet with the grade level administrator in charge of their child's grade and with the school principal. All other departments such as transportation, health station, cafeteria, and after school programs make contact with the parent to offer services and answer questions.

Our staff retention was 88.24% (one). All new staff members are partnered up with a mentor and receive weekly coaching by their manager, expert in the content they teach, and a 30/60/90 plan for check ins as the year progresses. Staff mediation occurs with the campus principal if needed. Teachers have chosen to leave the organization due to class sizes, lack of home/work life balance, and salary equality in surrounding school districts.

Staff receive information regarding academic expectation during beginning of year PD via a one pager classroom and content expectations checklist. They also attend weekly check-ins with their manager, biweekly grade level meetings, and use TEAMS app as their main source of campus communication amongst staff. TEAMS has been divided into relevant channels to best organize the work teachers do. We adjusted their planning time so that they could have additional time to plan, contact families, and keep up with all of the demands of the district/campus. We have seasonal scavenger hunts and team builders off campus

SandraStaff absences have increased in the last couple of years, but only out of 37 staff members exhausted their 10 local/state days during the year.

According to our Great Places to Work Survey, 76.7% of staff strongly agree that they work in a great place at IDEA Brownsville.

Parent participation rates are measured via sign-in sheets for every event hosted. We also note viewing from our Facebook posts and responses and reaction to REMIND messages. During parent survey season, we notify teachers of percentage acquired per class of returned surveys. Our current situation does not allow for the amount of parent participation we would like, but on average we get over 70% of our families engage in every event. During our meet the teacher this year, 75% of families attended. During out Welcome to IDEA event in May, 80% showed up in person.

We headed up Grandparent's Day (K-5), Christmas events (Kinder & 3rd), Winter Festival (K-12), Sombrerito Fest (K-5), Sweet Celebration (K-5), Talking Museum (1st grade), K &5 Graduation Ceremonies, 1-4 EOY Completion ceremonies to involve family members.

Perceptions Strengths

*100% staff trained and responsive to safety measures (CCT monthly meetings)

*Facebook live and Parent Weekly to showcase our campus, cheer teams, and Bobcats of the Week

*Dress Up Days for attendance trends(based on previous years data)

*After school program activities/clubs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause:** Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Problem Statement 2 (Prioritized): Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause:** Teachers do not have skill set to manage competing duties outside of planning and grading.

Problem Statement 3: Limited extracurricular and enrichment activities offered throughout the school year. **Root Cause:** After School Programs were not proactively planned around funding and staffing.

Priority Problem Statements

Problem Statement 1: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions.

Root Cause 1: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops.

Root Cause 2: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers are unclear about the RTI process (What to do when/how long)

Root Cause 3: Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers' are prioritizing scope and sequence over student needs.

Root Cause 4: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Panorama family engagement survey results declined by over 1% per category as compared to last year.

Root Cause 5: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions.

Root Cause 6: Teachers do not have skill set to manage competing duties outside of planning and grading.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Family investment in academics and parental involvement activities are limited throughout the school year.

Root Cause 7: Opportunities to overcommunicate were not leveraged.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Gaps in communication across all departments and stakeholders lead to family disengagement.

Root Cause 8: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Staff underutilizing resources provided and communication tools.
Root Cause 9: Manager accountability and feedback.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques
Root Cause 10: Insufficient training for teachers to help address emotional problems and improve student achievement
Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other 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

Goals

Revised/Approved: June 2, 2023

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)

High Priority

Evaluation Data Sources: CP Trackers where official and practice test scores are tracked

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use morning announcements to share "word of the day" and build students' vocabulary knowledge. **Strategy's Expected Result/Impact:** Improved vocabulary scores in practice ACT tests. **Staff Responsible for Monitoring:** College Counseling Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

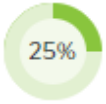
Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: CCMR Trackers that keep track of TSI scores and contents that each student has mastered

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement weekly target goals through the use of supplementary software. **Strategy's Expected Result/Impact:** Weekly benchmarks met. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause**: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

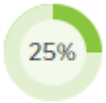
Goal 2: IDEA achieves an A Rating

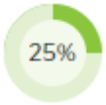
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 54% to 56% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide data driven instruction by our interventionist based on Ren Star data, DIBELS, and Imagine Learning . **Strategy's Expected Result/Impact:** 9/9 students identified as below grade level end the year with 1.5 years growth as measured by Ren Star. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Hotspot Facilitator - Title I, Part A (4120), Interventionist - Title I, Part A (4120)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide resources during parent meetings to improve student achievement. **Strategy's Expected Result/Impact:** 100% of parents are provided with higher comprehension questions and have access to Ren Star reports. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1 **Funding Sources:** Resources for parent nights - Title I, Part A (4120) - PAR - $500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 41% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Ren Star data to guide instruction, small group intervention support, and parent investment. **Strategy's Expected Result/Impact:** 80% of students end the school year on or above grade level in math as measured by Ren Star and families understand how to read the reports. **Staff Responsible for Monitoring:** Assistant Principal of Instruction overseeing Math **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 **Funding Sources:** Interventionist - Title I, Part A (4120), Hotspot Facilitator - Title I, Part A (4120), Materials & manipulatives for parent curriculum night - Title I, Part A (4120) - PAR - $500	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause**: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause**: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Demographics

Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.

Student Learning

Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

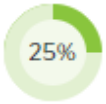
Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause**: Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

Goal 2: IDEA achieves an A Rating

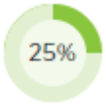
Performance Objective 3: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Summit K-12 usage reports, Imagine Learning playlists' progress

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students, **Strategy's Expected Result/Impact:** All four language domains evident in weekly lesson plans and evaluated weekly, reported to API to analyze during each weekly PTG data analysis. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Headphones and Resources for Bilingual Parents - Title I, Part A (4120) - $908.67				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create professional development sessions by quarter that target EB strategies for all staff who teach EB students. **Strategy's Expected Result/Impact:** Staff understand, utilize, and assess bilingual strategies and student growth through Imagine Learning and Flipgrid as evidenced by Teachboost ratings. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide parents with resources and translation devices during family engagement nights. **Strategy's Expected Result/Impact:** Increased student persistence and parent strategies to promote second language acquisition **Staff Responsible for Monitoring:** EB Coordinator **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** Headphones and resources for bilingual - Title I, Part A (4120) - PAR - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause**: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 PowerSchool progress reports, tutorial sign-in sheets, intervention rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a mandatory parent engagement program for all HB4545 students to close academic gaps. **Strategy's Expected Result/Impact:** 100% of HB4545 students meet the required minutes by EOY. **Staff Responsible for Monitoring:** Assistant Principal of Instruction (content-based) **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Interventionist - Title I, Part A (4120)	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold weekly attendance meetings to increase academic achievement and connect it to college acceptance rates. **Strategy's Expected Result/Impact:** Students with higher attendance (98%) perform higher in STAAR (meets or masters). **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3	15%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: formative assessment data (LOCUS), progress report meetings, Instructional rounds for SPED

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Adapt master schedule blocks to target special programs multiple times a day by both general education and special education staff. **Strategy's Expected Result/Impact:** SPED students are continuously monitored by all stakeholders and supported as evidenced by their formative assessments' scores. **Staff Responsible for Monitoring:** SPED Point of Contact **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a professional development pathway addressing struggling students' needs and effective instructional supports. **Strategy's Expected Result/Impact:** All stakeholders can articulate students' needs and growth plan, implement interventions, and assess progress. **Staff Responsible for Monitoring:** SPED Point of Contact **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause**: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause**: Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: District assessments using Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in domains 1-3 by using Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Achieve a 90|60|30 in approaches, meets, and masters by the STAAR testing **Staff Responsible for Monitoring:** Assistant Principal of Instruction for Math and ELA **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1 - Perceptions 1 **Funding Sources:** Interventionist - Title I, Part A (4120)	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrating milestone achievements quarterly. **Strategy's Expected Result/Impact:** Sustained usage of PBIS platform and Move this World. (Power Behavior) **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2, 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause**: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause**: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Student Learning

Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

School Processes & Programs

Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.

Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques **Root Cause**: Insufficient training for teachers to help address emotional problems and improve student achievement

Perceptions

Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

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))

High Priority

Evaluation Data Sources: Campus safety scorecard dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly Campus Crisis Team meetings. **Strategy's Expected Result/Impact:** Track attendance and SRP drill compliance. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ongoing professional development for all staff. **Strategy's Expected Result/Impact:** 100% drill compliance and feedback to all staff within 24 hours. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2	10%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause**: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.
Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause**: Teachers do not have skill set to manage competing duties outside of planning and grading.

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))

Evaluation Data Sources: Panorama survey and quarterly parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 1% increase in Panorama Results and FDOS surveys **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Manager accountability of staff during check-ins for positive Wonderful Wednesday calls, backwards planning for monthly priorities, and quality of REMIND messages. **Strategy's Expected Result/Impact:** 1% increase in Panorama Results and FDOS surveys **Staff Responsible for Monitoring:** Performance managers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

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))

Evaluation Data Sources: District tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build capacity of staff to roll out SEL curriculum effectively. **Strategy's Expected Result/Impact:** Timely identification, response, and reporting of incidents, bullying, conflict resolution prevention. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2, 3	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

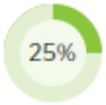
Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause**: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques **Root Cause**: Insufficient training for teachers to help address emotional problems and improve student achievement

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly celebration of students that have met IHT goals. **Strategy's Expected Result/Impact:** Monthly benchmarks met and incentive plan followed. **Staff Responsible for Monitoring:** PE Coach **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

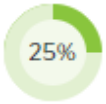
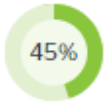
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

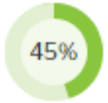
Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Brownsville will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard and escalation matrix adherence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly parent communication via REMIND regarding campus trends around attendance, punctuality, and early releases. **Strategy's Expected Result/Impact:** Increase awareness around attendance by a decrease of daily family calls. **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.5, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use weekly tactical to deep dive into the Escalation matrix. **Strategy's Expected Result/Impact:** Increase in 1% in attendance compared to the 22-23 school year. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause**: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause**: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Public tracking of student minutes **Strategy's Expected Result/Impact:** 100% of students meet their MVPA minutes by end of the year. **Staff Responsible for Monitoring:** College Prep PE Coach **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause**: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.

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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development\coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% compliant within each round **Staff Responsible for Monitoring:** Performance manager **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

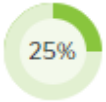
Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause**: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause**: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause**: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Student Learning
Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause**: Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Perceptions
Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause**: Teachers do not have skill set to manage competing duties outside of planning and grading.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Brownsville is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Jobvite fill rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** 85% staff retention **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2, 3 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause**: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause**: Manager accountability and feedback.
Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques **Root Cause**: Insufficient training for teachers to help address emotional problems and improve student achievement
Perceptions
Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause**: Teachers do not have skill set to manage competing duties outside of planning and grading.

Title I Personnel

Name	Position	Program	FTE
Juan Blanco	Hotspot Facilitator	Hotspot	1.0
Regina Santoy	Interventionist	CSI	1.0
Roger Reyna	Interventionist	Direct Instruction	1.0

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Hotspot Facilitator		$0.00
2	1	1	Interventionist		$0.00
2	1	2	Resources for parent nights	PAR	$500.00
2	2	1	Hotspot Facilitator		$0.00
2	2	1	Materials & manipulatives for parent curriculum night	PAR	$500.00
2	2	1	Interventionist		$0.00
2	3	1	Headphones and Resources for Bilingual Parents		$908.67
2	3	3	Headphones and resources for bilingual	PAR	$1,000.00
2	4	1	Interventionist		$0.00
2	6	1	Interventionist		$0.00
				Sub-Total	$2,908.67
				Budgeted Fund Source Amount	$2,908.67
				+/- Difference	$0.00
				Grand Total Budgeted	$2,908.67
				Grand Total Spent	$2,908.67
				+/- Difference	$0.00

IDEA Public Schools

Burke Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 7, 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: August 7, 2023

Demographics

Demographics Summary

IDEA Burke Academy opened in 2019 and is located at 10434 Marbach Road on the west side of San Antonio. We have 720 scholars and serve grades Kinder through 5th grade. We are lottery based and have open enrollment throughout the school year. Our focus is College for all and we work to have strategic intervention as well as supports built in so that our scholars end year after year on or above grade level. Interventions include small group pull out within the school day, after school tutoring, Saturday School, and Summer School. We offer Intramural Sports in grades 3-5 and have afterschool care for all grade levels.

Demographics Strengths

IDEA Burke Academy has had 95% or higher Teacher retention since we opened in 2019. We have a competitive salary for teachers and a Teacher Career Pathway where teachers can receive bonuses based on scholar performance and family/student surveys. All of our scholars are on track for college and are prepared year after year so that 100% are in Pre-AP and AP courses in College Prep (grades 6-12).

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA Burke Academy has lost over 20 scholars this year due to academic and/or culture concerns in K-3rd grade. **Root Cause:** Transition meetings were not planned for rising priority grade levels to share changes within the academics and there was lack of clear communication with how our culture differs from other schools. We have also not asked for feedback consistently to learn about concerns families have before it is too late and their scholar leaves us.

Problem Statement 2 (Prioritized): Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause:** We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Student Learning

Student Learning Summary

85% of scholars ended the year reading on grade level in Kinder through 2nd grade pending Summer School data.

Based on the State of Texas high cut score for ELA, 3rd had 87% pass and using the low cut score, 99% passed. 4th grade ELA had 72% pass based on the high cut score with 98% passing using the low cut score.

3rd grade math had 52% pass using the high cut score with 94% passing using the low cut score and 4th grade had 51% using the high cut score with 94% using the low cut score in math.

Within our Special Education population, using the high cut score, 45% passed within ELA and 12% passed within math. Using the low cut score, we had 96% passed in ELA and 82% in math.

See PDF in Addendum for more information.

Student Learning Strengths

We created strong tracking mechanisms including dropping live data daily after every first teach and prioritizing observing and coaching teachers based on their feedback. We also increased in SpEd passing rate from this time last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of scholars on or above grade level in K-2 reading decreased this year. **Root Cause:** There was not strategic intervention in place beginning in the Fall for already identified priority scholars.

Problem Statement 2 (Prioritized): Only 12% of scholars in SpEd hit the high cut score for math. **Root Cause:** Intervention was focused on more opportunities to practice targeted skills within a small group versus teaching targeted skills a different way (ex: breaking down the key points or using manipulatives).

School Processes & Programs

School Processes & Programs Summary

All instructional leaders observe classroom instruction weekly and provide daily feedback using TeachBoost along with a weekly what and how action step. Leaders are dedicated to supporting and coaching content for their contents. Staff meet weekly for professional development and all development is geared around what our school's data is telling us. We use a strategic reading program in grades Kinder through 2nd grade that ensures scholars are working on their individual reading level and data is tracked daily and reviewed weekly at a PTG. Technology is incorporated throughout all contents and assessments are now done online for grade 3rd-5th. Staff do not feel that they are included in decision making and do not feel that scholars have enough opportunity for joy and fun at school.

See PDF in addendum for more information

School Processes & Programs Strengths

82% of Burke staff feel that Burke is a great place to work compared to the US average of 57%. 100% or Co-Teachers that meet the qualifications for Lead Teacher have been promoted for this coming school year and 2 teachers are shifting to Assistant Principals of Instruction due to the coaching and developing they have received. Scholars lessons are embedded online and scholars have adapted to showing their work for online assessments on scratch paper within grades 3rd and 4th.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work. **Root Cause:** Teachers have not been included in planning committees

Problem Statement 2 (Prioritized): Based on the internal staff survey, 60% of staff feel that Burke Academy is a fun place to work. **Root Cause:** There are not calendared/ scheduled days and times within the schedule to allow for scholars and staff to celebrate holidays and have team and family time on a monthly basis.

Perceptions

Perceptions Summary

92% of our teachers returned this year and 88% of our support staff were retained. 82% of our teachers say that Burke Academy is a great place to work, well over the US average of 57% Families have the opportunity to attend monthly family engagement events and attendance is tracked and has been 60-80% consistently throughout the year. Some families have a hard time attending due to their working hours and on our end of year family surveys, families were most concerned with using multiple platforms for communication.

See PDF in addendum for more information

Perceptions Strengths

Have maintained higher than 85% staff retention since we opened in 2019. This has allowed our teachers to be able to become content experts and our school culture has stayed consistent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents voices were not heard throughout the year and they did not give input/feedback often enough. **Root Cause:** We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Problem Statement 2 (Prioritized): There were too many places that communication was shared with families and it was not streamlined. **Root Cause:** There was not a streamline of sharing communication on set platforms across the campus.

Priority Problem Statements

Problem Statement 1: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state.

Root Cause 1: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of scholars on or above grade level in K-2 reading decreased this year.

Root Cause 2: There was not strategic intervention in place beginning in the Fall for already identified priority scholars.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 12% of scholars in SpEd hit the high cut score for math.

Root Cause 3: Intervention was focused on more opportunities to practice targeted skills within a small group versus teaching targeted skills a different way (ex: breaking down the key points or using manipulatives).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the internal staff survey, 60% of staff feel that Burke Academy is a fun place to work.

Root Cause 4: There are not calendared/scheduled days and times within the schedule to allow for scholars and staff to celebrate holidays and have team and family time on a monthly basis.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.

Root Cause 5: Teachers have not been included in planning committees

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents voices were not heard throughout the year and they did not give input/feedback often enough.

Root Cause 6: We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There were too many places that communication was shared with families and it was not streamlined.

Root Cause 7: There was not a streamline of sharing communication on set platforms across the campus.

Problem Statement 7 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

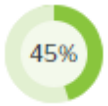
High Priority

HB3 Goal

Evaluation Data Sources: Exit ticket data and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Immediate reteach of daily Exit Ticket within Extensions **Strategy's Expected Result/Impact:** increase in daily mastery of skills **Staff Responsible for Monitoring:** All ELA teachers and SpEd Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	40%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track all IEP goals and have individual growth goals for all SpEd, HB4545 scholars, and EBs **Strategy's Expected Result/Impact:** Scholars will celebrate the small wins within their growth and be motivated **Staff Responsible for Monitoring:** All teachers including SpEd and Interventionists **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2	15%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus will employ a teacher to provide tutoring during the school day using Accelerated Reader program **Strategy's Expected Result/Impact:** Increase overall scholar achievement with a 5% increase from last years data point **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Staff Member - Title I, Part A (4120) - $33,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Staff Member employed to support and pull for scholars below grade level in Reading as an Intervention class during the school day. **Strategy's Expected Result/Impact:** 60% of scholars that did not pass reading STAAR will hit approaches or higher **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Full Time Teacher - Title I, Part A (4120) - $59,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will employ a staff member to pull for intervention and reteach within the ilearning class **Strategy's Expected Result/Impact:** Overall scholar passing will increase 5% from last years data. **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Accelerated Reading Co-Teacher - Title I, Part A (4120) - $33,000	20%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff Member employed to support and pull for scholars below grade level in math as an Intervention class during the school day. **Strategy's Expected Result/Impact:** 60% of scholars that did not pass will hit approaches **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Full Time Teacher - Title I, Part A (4120) - $59,000	40%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each scholar will have a specific goal aligned to their previous data point tied to an incentive **Strategy's Expected Result/Impact:** Scholars will meet small goals throughout the year resulting in meeting the overall passing goal. **Staff Responsible for Monitoring:** Principal and SpEd teacher **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	20%	55%		

No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Scholars will make growth on all assessments by creating strategic intervention groups based on data **Staff Responsible for Monitoring:** APIs, Principal	40%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and backwards plan dates for all safety protocols and monitor through the use of CCT monthly meetings **Strategy's Expected Result/Impact:** Pass safety scorecard with no gaps **Staff Responsible for Monitoring:** Principal and APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IDEA Burke 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communicate with families regarding school events to promote family engagement and attendance. **Funding Sources:** - Title I, Part A (4120) - $2,082.57	50%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan out when these sessions will take place **Strategy's Expected Result/Impact:** Meet all district required dates for Anti-bullying and safer smarter schools **Staff Responsible for Monitoring:** Principal and School Counselor	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 by the end of the school year. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate MVPA benchmarks and publicly celebrate them **Strategy's Expected Result/Impact:** Scholars want to be at school to meet this goal **Staff Responsible for Monitoring:** Principal and PE Coaches	20%	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Burke Academy will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: communicate with absent families with three touchpoints by 9:30AM daily. **Strategy's Expected Result/Impact:** Bring in families before the OATT **Staff Responsible for Monitoring:** APO and SIS **Title I:** 2.5, 2.6 **Problem Statements:** Perceptions 2				

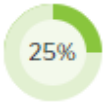
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There were too many places that communication was shared with families and it was not streamlined. **Root Cause**: There was not a streamline of sharing communication on set platforms across the campus.

Goal 4: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers will be at Proficient or higher on all GET ratings in TeachBoost. **Staff Responsible for Monitoring:** APIs and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA Burke is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Have strong teachers in all content areas and retain staff at 90% or higher **Staff Responsible for Monitoring:** Principal	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 1: Monthly We Bring Joy days for scholars to build team and family

High Priority

Evaluation Data Sources: Persistence - meting monthly benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: strategic days for creative activities and teambuilding **Strategy's Expected Result/Impact:** meet persistence to allow for less scholars needed in established grades **Staff Responsible for Monitoring:** Principal and APO **Title I:** 2.4 **Problem Statements:** Perceptions 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents voices were not heard throughout the year and they did not give input/feedback often enough. **Root Cause**: We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Title I Personnel

Name	Position	Program	FTE
Maritza Aquino	HotSpot Facilitator	Title I	1.0
Monica Nevarez	Interventionist	Title I	1.0
Phelencia Wheaton	AR Facilitator	Title I	1,0
Sara Jimenez	Interventionist	Title I	1.0

Campus Funding Summary

State Funding (4312)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Staff Member		$33,000.00
1	1	4	Full Time Teacher		$59,000.00
1	2	1	Accelerated Reading Co-Teacher		$33,000.00
1	3	1	Full Time Teacher		$59,000.00
2	2	1			$2,082.57
				Sub-Total	$186,082.57
				Budgeted Fund Source Amount	$2,082.57
				+/- Difference	-$184,000.00
				Grand Total Budgeted	$2,082.57
				Grand Total Spent	$186,082.57
				+/- Difference	-$184,000.00

IDEA Public Schools

Carver Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 23, 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 23, 2023

Demographics

Demographics Summary

Carver Academy focuses on recruitment, enrollment and retention of minority children in low socioeconomic households. Boasting 100% college for all with 100% of our scholars going to and through college; we pride ourselves in providing academic growth for all scholars and closing the achievement gap between minority demographics and "White" and "Asian" students across the nation. For the 2021-2022 school year, Carver Academy enrolled 89% economically disadvantaged students, 7% special education, 83% Hispanic, 9% African American, and 6% White. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Carver serves 9% of its scholars in an emergent early exit bilingual program and has received an "A" rating from the Texas Education Agency for the 2021-2022 School year.

Demographics Strengths

IDEA Carver's demographic strengths include less than 10% of students are identified as needing special education services, at 7%. Carver works dilegently to recruit, hire and retain teachers and staff that mirror the needs of the student demographics at Carver Academy. 21% of our teachers are African American and 75% are Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause:** Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 2 (Prioritized): Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause:** Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Student Learning

Student Learning Summary

For the 2022-23 School year, Carver Academy had an overall 82% of students reading on grade level in kindergarten through 2nd grade, according to Direct Instruction assessments. District unit assessments in STAAR tested grade levels and contents; Reading, Math and Science in 3rd, 4th and 5th grades showed, on average, 90% of students have a score that reflects they are approaching grade level content. On district mock STAAR testing the scores were as follows: 3rd Math 80/35/10, 4th Math 68/27/15, 5th Math 85/43/12, 3rd ELA 69/13/4, 4th ELA 70/24/6, 5th ELA 81/40/18 and 5th Science 75/41/16. The goal is to have 90% approaches, 60% meets and 30% masters. Overall STAAR scores and passing standards will not be released until Aug. 2023.

Student Learning Strengths

District unit assessments in STAAR tested grade levels and contents; Reading, Math and Science in 3rd, 4th and 5th grades showed, on average, 90% of students have a score that reflects they are approaching grade level content. Kindergarten Direct Instruction scores report 70% of students on grade level at the end of the school year, 82% in first grade and 87% in second grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause:** Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 2 (Prioritized): Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause:** 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

School Processes & Programs

School Processes & Programs Summary

Carver Academy has many school processes and curriculum support programs for students to support our mission of college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, and art. Our scholars are taught curriculum at an accelerated rate and participate in a classroom environment with weekly live coaching, feedback sessions and daily data reviews with their manager.

At Carver, professional development is provided to 100% of teachers and staff through live coaching, PD sessions each week and coaching feedback meetings.

We had 100% of teachers from the end of the 2022-2023 school year either receive a promotion within the district or return to Carver for the 2023-2024 school year.

Carver Academy had less than acceptable attendance for the 2022-2023 school year at 93.4%. We rewards scholars with good attendance with monthly incentives such as parties, free dress days and special activities.

Carver offers art club after school as well as tutoring and safety patrol to include a variety of scholars in extra-curricular activities.

School Processes & Programs Strengths

Curriculum & Instruction:

- IDEA Carver 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 implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills

SEL/ Mental Health and Family Engagement

- IDEA Carver Academy employs a campus counselor to lead SEL for all students at Carver Academy
- Parent surveys reported an overall satisfaction of 90% with the academics and culture at Carver Academy

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Operations has only 77% staff retention for the 22-23 school year. **Root Cause:** Reasons cited for leaving were lack of work/life balance and too many demands for the position.

Problem Statement 2 (Prioritized): Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause:** Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Perceptions

Perceptions Summary

In the 2022-2023 school year parent surveys were sent out to 100% of families to receive feedback on their overall feelings on the school culture and staff. Less than 10% of families completed the survey, however they provided 90% satisfaction with Carver Academy, overall. Staff survey results report that over 90% of staff is satisfied with the work environment and plan to return for the 23-24 school year. Welcome to IDEA events have low attendance and many families wait until the first day of school or later to attend on-boarding with the principal. Welcome to IDEA was only attended by 30% of families. There are limited number of volunteer opportunities at Carver Academy and parent participation at school events has increased this year. Things that are needed for the 23-24 school year are more opportunities for parents volunteers as well as documentation at parent events to receive feedback.

Perceptions Strengths

90% of parents report an overall satisfaction with their students' teachers and the school environment.

Over 90% of staff members report an overall satisfaction with Carver academy and plan to return for the following school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause:** According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Problem Statement 2 (Prioritized): During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. **Root Cause:** Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Priority Problem Statements

Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023.

Root Cause 1: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 1 Areas: Demographics

Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence.

Root Cause 2: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy.

Root Cause 3: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13.

Root Cause 4: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Operations has only 77% staff retention for the 22-23 school year.

Root Cause 5: Reasons cited for leaving were lack of work/life balance and too many demands for the position.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified.

Root Cause 6: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff.

Root Cause 7: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event.

Root Cause 8: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 16, 2023

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Unit Assessments, mock exams, benchmark assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will provide after school tutoring to students that scored at the "did not meet" and "approaches grade level" standards on the 2023 3rd Grade Reading STAAR test. **Strategy's Expected Result/Impact:** Increase "did not meet" and "approaches grade level" scores from X% to X% for the 2024 STAAR test. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Teacher extra duty pay - ESSER - ESSER III (4128) - ESSER - $10,000	N/A	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 2: Carver Academy will increase students performing at or above grade level in math as measured by the Masters Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Unit assessment, STAAR tests, benchmark assessments, mock assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will provide after school tutoring to students that scored at the "did not meet" and "approaches grade level" standards on the 2023 3rd Grade Math STAAR test. **Strategy's Expected Result/Impact:** Increase "did not meet" and "approaches grade level" scores from X% to X% for the 2024 3rd grade Math STAAR test. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 **Funding Sources:** Extra Duty Pay for Teachers - ESSER III (4128) - $10,000	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 3: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock TELPAS tests, TELPAS assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identified EL students will use the program Summitk12, targeting TELPAS testing strategies and practice at least once per week. **Strategy's Expected Result/Impact:** Increase TELPAS at least two ratings and maintain at least two ratings for each EL identified student at Carver Academy. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Summitk12 - Title III, Part A (4122) - $3,000	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause**: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: PowerSchool HB4545 trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students that failed to meet the state standard on STAAR in grades 4th and 5th grade will participate in summer school, intervention during the school day and/or after school tutoring. **Strategy's Expected Result/Impact:** Increase 4th and 5th grade students performing at or above grade level in reading and math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3) **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Teacher Extra Duty Pay - ESSER III (4128) - $30,000	20%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

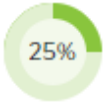
Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 5: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Unit assessments, daily exit tickets, benchmark assessments, mock STAAR assessments and STAAR assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students identified as SPED in 3rd, 4th and 5th grade will participate in summer school, intervention during the school day and/or after school tutoring by a certified SPED teacher. **Strategy's Expected Result/Impact:** Increase number of SPED students that meet grade level standard on STAAR from X% to X%. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Teacher Extra Duty Pay - ESSER III (4128) - $10,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

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

High Priority

Evaluation Data Sources: Campus score card on district created measurement system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will complete 100% of required safety drills and door sweeps **Strategy's Expected Result/Impact:** Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year **Staff Responsible for Monitoring:** Campus Assistant Principal of Operations **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Demographics 2	15%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

Performance Objective 2: Carver Academy 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))

High Priority

Evaluation Data Sources: Family sign in sheets placed in title 1 crate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Carver Academy will purchase live translation devices for family engagement events for families to access real time translations from the speaker. **Strategy's Expected Result/Impact:** Increase parent participation and attendance by 10% from the 22-23 school year. **Staff Responsible for Monitoring:** Principal and Counselor **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 **Funding Sources:** Purchase live translation devices - Title III, Part A (4122) - $3,000	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Carver academy committs to timely communication (4 weeks prior) to families regarding school wide events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Increased family engagement from 20% to 80% **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	5%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause**: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause**: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

Performance Objective 3: Carver Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Campus Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus Counselor will recieve training by the district counselor supervisor to complete the anti-bullying and safer, smarter school curriculum **Strategy's Expected Result/Impact:** 100% of students in attendance on the day of the lessons will receive instruction on anti-bullying and safer, smater schools content. **Staff Responsible for Monitoring:** Campus Counselor **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 2	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause**: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 2: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. **Root Cause**: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Goal 3: IDEA Carver Academy will increase student daily attendance from 93.1% to 97.5% for the 2023-2024 school year

Performance Objective 1: 100% of students from 2nd through 5th Grade meet their MVPA minutes goal of 1200 per school year. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: MVPA minutes dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 2nd through 5th grade students at Carver Academy will particiape in at least 60 minutes of PE 1-2 times per week while wearing MVPA heart rate monitors **Strategy's Expected Result/Impact:** Carver Academy will have 100% of students in 2nd through 5th grade earn 1200 MVPA minutes for the 2023-2024 school year **Staff Responsible for Monitoring:** Camus PE coach **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2	10%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause**: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Perceptions

Problem Statement 2: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. **Root Cause**: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Goal 3: IDEA Carver Academy will increase student daily attendance from 93.1% to 97.5% for the 2023-2024 school year

Performance Objective 2: IDEA Carver Academy will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will reward students every 4 weeks for having no more than 1 absence **Strategy's Expected Result/Impact:** Increase Carver Academy's ADA from 93.1% to 97.5% for the 23-24 school year **Staff Responsible for Monitoring:** Campus Assistant Principal of Operations **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause**: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Goal 4: Carver Academy will increase staff retention from 90% to 95% for the 2023-2024 school year

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

High Priority

Evaluation Data Sources: Task completion in Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Carver Academy managers provide feedback and professional development/coaching for each staff member through each SDC cycle **Strategy's Expected Result/Impact:** Carver Academy will increase staff retention from 77% to 95% for the 23-24 school year **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	5%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Operations has only 77% staff retention for the 22-23 school year. **Root Cause**: Reasons cited for leaving were lack of work/life balance and too many demands for the position.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 4: Carver Academy will increase staff retention from 90% to 95% for the 2023-2024 school year

Performance Objective 2: IDEA Carver Academy will maintain being 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Staff listings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Carver Academy will recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** IDEA Carver Academy will maintain being 100% staffed for all teacher positions throughout the 2023-24 school year **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	55%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Student Learning
Problem Statement 1: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause**: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Student Learning

Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

School Processes & Programs

Problem Statement 1: Operations has only 77% staff retention for the 22-23 school year. **Root Cause**: Reasons cited for leaving were lack of work/life balance and too many demands for the position.

Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 5: IDEA Carver Academy will increase student enrollment from 460 to at least 608 for the 2023-2024 school year

Performance Objective 1: Carver Academy will use hold two community outreach events with the Carver Center to promote the school and communicate the location and success.

High Priority

Evaluation Data Sources: Attendance of the event and registrations completed from the event

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will organize two community engagement events with the carver center (fall festival and STEAM day) and actively recruit during these events. **Strategy's Expected Result/Impact:** Increase enrollment from 520 to at least 608. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause**: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 5: IDEA Carver Academy will increase student enrollment from 460 to at least 608 for the 2023-2024 school year

Performance Objective 2: Carver academy will utilize social media to advertise the school's successes and increase enrollment with at least 2 social media posts per week.

High Priority

Evaluation Data Sources: Social media post activity and registrations completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus counselor will post on social media at least two times weekly to include academic acheivements, parent engagement and scholar work. **Strategy's Expected Result/Impact:** Increased enrollement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - Perceptions 1	5%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause**: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

State Compensatory

Budget for Carver Academy

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Carver Academy

Name	Position	FTE
Allison James	Math Interventionist	1
Desiree Gil	Reading Interventionist	1
Jason English	AR facilitator	1
Johanna Charles	Math Hot Spot Facilitator	1

Title I Personnel

Name	Position	Program	FTE
Allison James	Math Interventionist	Title 1	1.0
Jason English	AR facilitator	Title 1	1.0
Johanna Charles	Hot Spot Facilitator	Title 1	1.0
Michelle Alex	Reading Interventionist	Title 1	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laura Flack	Principal
Administrator	Martha Hernandez	Assistant Principal of Instruction
Classroom Teacher	Jonathon Silva	Classroom Teacher
Classroom Teacher	Patricia Holguin	Classroom Teacher
Classroom Teacher	Delana Rainey	Classroom Teacher
Classroom Teacher	Antionette King	Classroom Teacher
Classroom Teacher	Estrella Carmona	

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,542.61
				+/- Difference	$2,542.61

Title III, Part A (4122)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Summitk12		$3,000.00
2	2	1	Purchase live translation devices		$3,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$6,000.00

ESSER II (4127)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ESSER III (4128)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher extra duty pay - ESSER	ESSER	$10,000.00
1	2	1	Extra Duty Pay for Teachers		$10,000.00
1	4	1	Teacher Extra Duty Pay		$30,000.00
1	5	1	Teacher Extra Duty Pay		$10,000.00
				Sub-Total	$60,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$60,000.00

ESSER III (4128)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Budgeted	$2,542.61
				Grand Total Spent	$66,000.00
				+/- Difference	-$63,457.39

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	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	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 percentage 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 Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage 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 number of withdrawals or offenses. All other data points should reflect 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 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	

IDEA Carver Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters K-2	K-2 MM Goal Met/Not Met
% Students	N/A	100%	100%	90%	60%	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	93%	92%	86%	61%	Met
% Meets	64%	61%	41%		
% Masters	33%	32%	13%		
% Student Achievement Average	63	62	47		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	24%
% of CSI Passing STAAR	84%
% of SPED Passing STAAR	100%

Reflections	
Areas of Strength	**Areas of Need**
1) Data-driven approach with daily teacher relfection on exit ticket data, weekly & Benchmark with OCS	1) Teachers to increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).
2) Adding additional support in 3rd grade to support learning gaps.	2) Teachers to use all TEKS aligned material
3) Implementing effective tutoring/review sessions (Saturday School, after school tutoring,	3) Students will be held accountable for tracking and reflection on all daily grades and assessments.

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		93	83	90	65%	10%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					met	met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	91%	92%	96%	70
% Meets	71%	74%	78%	38
% Masters	33%	42%	60%	10
SAS				
% Student Achievement Average	69	69	57	39

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	22%
% of CSI Passing STAAR	39%
% of SPED reaching approaches STAAR	60%

Reflections	
Areas of Strength	**Areas of Need**
1) Teachers and leaders used data-driven approach with daily teacher relfection on exit ticket tirackers	1) Teachers and leader need to focus in on consistency of reading/ writing strategies as new format to testing is going to be
2) We used team teaching apporach with BAW and W& W teacher to support in 3rd grade learning	2) Students will be held accountable for tracking and reflection on all daily grades and assessments.
3) Teachers implemented effective tutoring/review sessions (Saturday School, after school tutoring, and	3) Teachers will increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).

Carver Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**99%**	**99%**	**99%**	**100%**	**90%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	82%
% Meets	51%
% Masters	25%
% Student Achievement Average	53

Reflections	
Areas of Strength	**Areas of Need**
1) Teacher provided daily tutoring - 1 or more times per week per college house.	1) We will work effectively with struggling learners/special populations.
2) Teacher conducted science experiments and projects that reinforced scholar learning.	2) We will increase focus with science, specifically with vocabulary, in all grade levels with new curriculum
3) Teacher aligned lessons and effectively backwards planned.	3) We will provide daily vocabulary building with frayers and incorporate vocabulary in weekly labs.

Carver Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities K-5							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	98	94	99	93	95	100

Reflections	
Areas of Strength	**Areas of Need**
1. Teacher provided daily tutoring/intervention - 1 or more times per week per college house.	1. Amount of Independent practice needs to be increased.
2.Teacher aligned lessons and effectively backwards planned.	2. Students will be held accountable for tracking individual daily grades for exit tickets and assessments.
3. Teachers effectively taught and reinforced academic vocabulary consistently.	3

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	11%	17%	31%	40%	31.40%
% Intermediate	42%	71%	42%	57%	
% Advanced	31%	45%	40%	45%	
% Advanced High	45%	2%	25%	37%	

Reflections	
Areas of Strength	**Areas of Need**
1. Ony 11% of scholars at Beginning listening.	1. 2% AH scores on Speaking domain
2. 45% of scholars at Advanced high on listening domain.	2. 25% of scholars scoring AH on Reading domain
	3. 71% of scholars meeting Intermediate on Speaking domain

IDEA Carver Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	93.62%
% Teacher Retention	92.86%
% Campus Support Retention	64.52%
% SPED Certified Teachers	100%
% State/National Certified Teachers	51%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	91

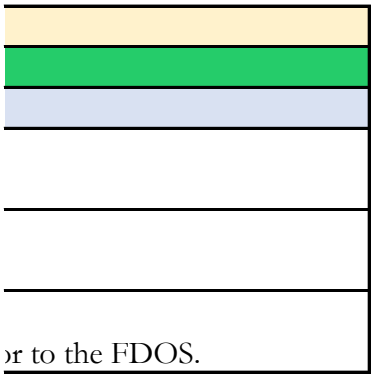
Reflection	
Areas of Strength	**Areas of Need**
92.86% Teacher Retention	0% Board Certified Counselor - in progress
Both campus special education teachers are certified	20% State certified leaders - completed state of texas governance hours
100% school lead team retention	Campus operational staff retention is at the lowest at 64.52%

IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.02%
% Overall Persistence	94%
% New Student Persistence	88.98%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	7.15
% ELL	9%
% Eco Dis	85.06
% Migrant	0
% Race: American-Indian-Alaska-Native	0.48
% Asian	0.32
% White-Hispanic	83.31
% Multi	0.16
% Black-African-American	9.06
% Native-Hawaiian-Pacific-Islander	0.64
% White	6.04
% Male	48.49
% Female	51.51

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Parent Communication	1. Teacher ownership of scholar behaviors.
2. Building Relationships with scholars and families	2. Direct instruction on social skills
3. High Great Places to Work Survey results.	3. Ensuring 100% of families have been onboarded pric

Claudine and Spain



IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	33%
% Families Attended Curriculum Night	33%
% Families Who Attended EOY Ceremonies	86%
% Families who attended Fall Loteria	20%
% Families who attended College Float Parade	42%
% Families who attended Cougar Gala	70%

Reflection	
Areas of Strength	**Areas of Need**
1. Parent communication of family engagement events.	1. Increase parent involvement with school family engagement events.
2. Monthly attendance incentives for scholars.	2. Onbaording 100% of families
3. Having quarterly family enagement events.	3. Bringing back our parent evnets group.

IDEA Public Schools

Converse Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 16, 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

Demographics

Demographics Summary

IDEA Converse Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kinder - 5th grade. IDEA Converse Academy is part of one of the fastest growing charter school networks. Currently, IDEA Converse Academy has an enrollment of 660 scholars. This is an increase of about 165 students from the previous school year. This increase is attributed to the addition of 2 new grade levels, 4th and 5th, to our campus for the 23-24 school year.

The school's demographics include approximately 75% of the student population is economically disadvantaged, 60% Hispanic, 23% African American and 8% students in Special Education.

Demographics Strengths

1. We have a diverse staff on campus and staff name they feel our current staffing roster reflects diversity in hiring.
2. Regardless of socioeconomic status, we have high levels of engagement from our families.
3. We retained our top performing teachers for the 23-24 school year.
4. We increased average daily attendance by 3% from the 21-22 to the 22-23 school year.
5. We increased overall persistence by 3.52% from the end of year 21-22 to end of year 22-23.
6. For family engagement events, we have high levels of participation from both families and staff.
7. There was a decrease in behavioral incidents requiring an administrator response from 21-22 to 22-23.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance fell far short of our goal of 97% with many scholars displaying trends of chronic absenteeism. **Root Cause:** The ADA matrix was cumbersome and leaders did not have strong systems in place to follow it with fidelity for family accountability.

Problem Statement 2 (Prioritized): Behaviors exhibiting physical aggression accounted for 25% of office referrals for the 22-23 school year. **Root Cause:** There was a lack of fidelity to written consequence plans by staff. Additionally, there was a lack of proactive teaching around the harm of physical aggression and teaching replacement behaviors to help scholars problem solve.

Student Learning

Student Learning Summary

IDEA Converse Academy is on track to have 90% or more of scholars in Kindergarten through 2nd grades reading on or above grade level. Based on preliminary STAAR results, we ended in the top half of the region for performance on both reading and math STAAR. All scholars have demonstrated eligibility for promotion to the next grade level.

Student Learning Strengths

1. We are on-track to meet our goal of 90% of more of scholars reading on/above grade level in K-2.
2. In 3rd grade, our scholars performed in the top 6 of the district for Math Mock STAAR.
3. Students who are not on track to meet academic goals have opportunities for additional support through CSI intervention and/or tutoring.
4. Staff have a wide variety of educational experience and receive coaching throughout the year to continue to develop additional skills.
5. In 2nd grade, 95% of scholars are expected to end the year on grade level in reading.
6. In Kinder and 1st grade, scholars are on track to hit the 90/60/30 goal for ELA End of Year assessment.
7. We see alignment between formative and summative assessment results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus. **Root Cause:** There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.

Problem Statement 2 (Prioritized): There is a performance gap of 5% or more across grade levels between EB and non-EB scholars with the largest gap being in 3rd grade. **Root Cause:** We failed to equip teachers with clear supports or accommodations they could provide to EB scholars to set them up for success in the General Education setting.

School Processes & Programs

School Processes & Programs Summary

There are a wide variety of processes and programs in place to support scholars and staff. We engage in weekly development with our staff through after-school professional development sessions as well as regular check-ins with managers. Teachers leverage systems for parent communication such as Class Dojo and Remind to inform parents of any updates while also responding to questions or concerns from parents.

Each week, leaders engage in a weekly tactical meeting to discuss school performance data, upcoming events and any pertinent topics requiring leadership input.

School Processes & Programs Strengths

1. We have clear safety protocols in place and maintain compliance with expected safety drills.
2. There is a rigorous hiring process which includes a minimum of 2 interviews and a reference check from the applicant's most recent supervisor.
3. Teachers are able to request professional development opportunities from outside of the organization.
4. Lesson planning within the campus is data-driven and there are clear operating mechanisms in place to capture data.
5. There are systems in place for consistent and ongoing feedback to teachers.
6. The Teacher Career Pathway serves as an incentive for staff for continued growth.
7. There are strong systems in place to support new teachers through New Teacher Institute, clear management training at the beginning of the year and weekly manager check-ins.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration. **Root Cause:** There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Problem Statement 2 (Prioritized): Socio-emotional curriculum is not implemented with fidelity nor is adjusted based on grade-level/campus/classroom trends. **Root Cause:** Data is not consistently published regarding SEL implementation weekly. Leaders have overlapping meetings on the calendar during Morning Meeting time which holds us back from observing to provide accountability, coaching and support for this important block.

Perceptions

Perceptions Summary

IDEA Converse Academy has maintained a fully enrolled status throughout the 22-23 school year. Overall, families report satisfaction with the academic supports in place for their scholars and that they have access to message teachers directly with questions or concerns. When scholars have concerns or need additional support, teachers and leaders work in partnership to address student needs in a timely manner and support them in restoring relationships.

Perceptions Strengths

1. Families receive timely communication regarding drills, campus events and incidents on campus due to consistent systems with Remind and Class Dojo.
2. Leaders and teachers collaborate to provide students the opportunity to mediate any conflict they have to restore relationships.
3. Families feel welcomed when coming to events and have a positive experience when invited on to campus.
4. Families name they feel satisfied with the academic supports their scholars receive at school.
5. Teachers and families know how to request additional socio-emotional support through our licensed school counselor.
6. We are fully enrolled for the 22-23 school year showing parents have interest in sending their students to school with us.
7. Overall, families are able to lift concerns and have them addressed with urgency.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families feel they have limited opportunities to be on campus during the school day to engage with their scholar. **Root Cause:** There is a lack of clear processes/operating mechanisms for parents to come on to campus regularly. There is a lack of communication around how parents can schedule opportunities to shadow their scholar for the day.

Problem Statement 2 (Prioritized): Families who primarily speak Spanish name they do not receive consistent campus communication translated into their native language. **Root Cause:** There is a lack of partnership for weekly translation support with a Spanish speaker for our school counselor who is on the hook for the campus newsletters.

Priority Problem Statements

Problem Statement 1: Average daily attendance fell far short of our goal of 97% with many scholars displaying trends of chronic absenteeism.

Root Cause 1: The ADA matrix was cumbersome and leaders did not have strong systems in place to follow it with fidelity for family accountability.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Behaviors exhibiting physical aggression accounted for 25% of office referrals for the 22-23 school year.

Root Cause 2: There was a lack of fidelity to written consequence plans by staff. Additionally, there was a lack of proactive teaching around the harm of physical aggression and teaching replacement behaviors to help scholars problem solve.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus.

Root Cause 3: There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a performance gap of 5% or more across grade levels between EB and non-EB scholars with the largest gap being in 3rd grade.

Root Cause 4: We failed to equip teachers with clear supports or accommodations they could provide to EB scholars to set them up for success in the General Education setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.

Root Cause 5: There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Socio-emotional curriculum is not implemented with fidelity nor is adjusted based on grade-level/campus/classroom trends.

Root Cause 6: Data is not consistently published regarding SEL implementation weekly. Leaders have overlapping meetings on the calendar during Morning Meeting time which holds us back from observing to provide accountability, coaching and support for this important block.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Families who primarily speak Spanish name they do not receive consistent campus communication translated into their native language.

Root Cause 7: There is a lack of partnership for weekly translation support with a Spanish speaker for our school counselor who is on the hook for the campus newsletters.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.

Root Cause 8: There is a lack of clear processes/operating mechanisms for parents to come on to campus regularly. There is a lack of communication around how parents can schedule opportunities to shadow their scholar for the day.

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

- 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

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

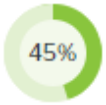
Support Systems and Other Data

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 61% to 63% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment. **Strategy's Expected Result/Impact:** Increase scholar accountability and motivation for growth in results. **Staff Responsible for Monitoring:** All ELAR teachers, APIs, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 45% in Spring 2024. (HB3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment. **Strategy's Expected Result/Impact:** Increase scholar accountability and motivation for growth in results. **Staff Responsible for Monitoring:** All math teachers, API, Principal	25%	45%		

No Progress

Accomplished

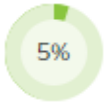
Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Equip all teachers with EB in-classroom support strategies through quarterly PD sessions. **Strategy's Expected Result/Impact:** Increase teacher skillset in supporting EB scholars within the general education classroom. **Staff Responsible for Monitoring:** EB Point Person, APIs, Principal	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Powerschool HB4545 Tracker

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage CSI block to provide HB4545 minutes to scholars during the instructional day. **Strategy's Expected Result/Impact:** Accelerate learning for HB4545 scholars within the instructional school day. **Staff Responsible for Monitoring:** Interventionists, CSI Point Person	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 90% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment. **Strategy's Expected Result/Impact:** Increase scholar accountability and motivation for growth in results. **Staff Responsible for Monitoring:** All STAAR teachers, SPED Teachers, APIs, Principal	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Understand individual scholar performance across all domains and be able to adjust instruction accordingly. **Staff Responsible for Monitoring:** APIs, Principal	30%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

High Priority

Evaluation Data Sources: Campus Safety Scorecard Dashboard

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar all safety drills during monthly Campus Crisis Team Meetings **Strategy's Expected Result/Impact:** Ensure we maintain compliance with required safety drills throughout the school year. **Staff Responsible for Monitoring:** APO, Principal, FM				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Families have sufficient planning time to ensure they can join engagement events. **Staff Responsible for Monitoring:** School Counselor, APO, Principal **Funding Sources:** - Title I, Part A (4120) - $1,800.60	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 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))

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor partners with Electives team to determine schedule for all scholars to engage in Safer, Smarter School curriculum during their electives rotation. **Strategy's Expected Result/Impact:** All scholars have built in time to their schedule to engage in curriculum. **Staff Responsible for Monitoring:** School Counselor	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure PE teachers have a mobile cart to allow for charging of heart rate monitors when not in the gym. **Strategy's Expected Result/Impact:** Scholars have access to heart rate monitors for each PE session. **Staff Responsible for Monitoring:** API, PE Teachers	100%	100%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Converse will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Average Daily Attendance Power BI Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure fidelity to the ADA Matrix. **Strategy's Expected Result/Impact:** Families receive timely communication regarding absences and understand impact of repeated absences. **Staff Responsible for Monitoring:** APO, APIs, School Counselor, Principal	45%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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.

High Priority

Evaluation Data Sources: Cornerstone

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through our SDC cycle. **Strategy's Expected Result/Impact:** All staff understand how they are currently performing in their role and receive support through clear feedback from their managers. **Staff Responsible for Monitoring:** APIs, APO, Principal	55%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Converse is 100% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Ensure we have strong teachers in every classroom for scholars. **Staff Responsible for Monitoring:** Principal	45%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Ensure 100% of new-to-IDEA offers have fully registered by the first day of school and completed onboarding.

High Priority

Evaluation Data Sources: STREAM

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage STREAM to review offer management daily. **Strategy's Expected Result/Impact:** All new acceptances receive contact to complete registration within 48 hours of their acceptance. **Staff Responsible for Monitoring:** APO	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$1,800.60
				Sub-Total	$1,800.60
				Budgeted Fund Source Amount	$1,800.60
				+/- Difference	$0.00
				Grand Total Budgeted	$1,800.60
				Grand Total Spent	$1,800.60
				+/- Difference	$0.00

IDEA Public Schools

Donna Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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

Demographics

Demographics Summary

IDEA Academy Donna is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kindergarten through 5th grade. IDEA Academy Donna is a part of one of the fastest growing charter school networks in the Rio Grande Valley. Currently, IDEA Academy Donna has a large student enrollment in the IDEA Public School districts with a membership of 799 students. This enrollment count has been consistent even after recruitment efforts post pandemic. New students have enrolled from several different school districts in the Rio Grande Valley, as well as from Mexico.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 96% Hispanic, 6% students with disabilities, and 50% English language learners.

Demographics Strengths

1. 90% Teacher retention

2. 90% of our students persist with us

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance has fallen below 97.5% **Root Cause:** Lack of clear communication at the beginning of the year with families who continue to have high absences.

Problem Statement 2 (Prioritized): Increase in referrals for social and emotional wellness support for students. **Root Cause:** Competing priorities led to not being consistent with preventative measures such as more whole classroom sessions.

Student Learning

Student Learning Summary

The 2022-2023 school year had many challenges due to the new way of testing. IDEA Academy Donna will use the 2022-2023 student achievement results as a point of reference for setting academic goals for this school year. We will focus on targeted academic needs reflected on online 2022-2023 Math, Science and ELA exams. Although we saw overall early high predictions, we know we will have certain academic gaps to focus on. IDEA Academy Donna stakeholders will make every effort to ensure that all students are provided with the best, strategic, and informed instructional practices and technology in order to minimize gaps and increase the learning curve for all students this 2023-2024 school year.

Student Learning Strengths

- Tutoring across contents and grade levels started earlier.
- CSI was in constant communication with general education teachers to better support students.
- Scaffolding was being done across grade levels and contents.
- Special pop students were targeted and plans were put in place early to help students. This includes EL, RTI, 504, and new to IDEA students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Contents were not aligned throughout different grade levels. **Root Cause:** Insufficient strategy meetings throughout the year to help align different levels across contents.

Problem Statement 2: Teachers struggled using district online platform Edcite in order to create and administer online exit tickets, MM, EOM, TQ etc. **Root Cause:** Lack of knowledge and training opportunities for teachers and leaders on using the new program did not allow for a quick turnaround to provide professional development for teachers.

Problem Statement 3 (Prioritized): Students need more support when it comes to oral vocabulary, oral presentation and speaking opportunities. This is direct alignment to the literary component; Listening, speaking, reading, and writing. **Root Cause:** Lack of observations and coaching to support teachers with oral accommodations/supports.

School Processes & Programs

School Processes & Programs Summary

Professional development is planned by our district and at the campus level to ensure that we are informed of new trends in the educational field and to reinforce the best teaching practices for our students. Throughout the year, professional development is provided to all professional district employees. The district provides professional development to target the implementation of best practices in all content areas, special education, physical education, CPR, and CPI. During the summer, the academic services team plans and develops the scope and sequence and lesson plans for all core subject areas. The administrator at IDEA Academy Donna sets high expectations for each teacher to professionally grow and attend professional development classes throughout the summer. Professional development is also provided throughout the year to train teachers on the implementation of the core curriculum. IDEA Academy Donna supports professional growth by continued coaching and developing through classroom observations and feeback meetings to ensure teachers are delivering quality instruction. IDEA Academy Donna encourages and supports continuous growth for all professionals and co-teachers, so that teachers can have a positive impact on student learning and academic growth. Co-teachers are also included in all staff development days so that they can show continuous growth. Administrators are also required to attend coach's academy for professional growth and have weekly check-ins with the principal and other regional instructional coaches to ensure they are also developing their instructional coaching skills.

School Processes & Programs Strengths

- 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 holds 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"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers support for students with special needs differences was not consistent **Root Cause:** Lack of Diversity/Inclusivity professional development for all staff.

Problem Statement 2 (Prioritized): Lack of Reading/Writing alignment between Lower grades and upper grades **Root Cause:** Inconsistent alignment meetings scheduled through out the year

Problem Statement 3 (Prioritized): Lack communication between RISE, content teachers and Special Programs teachers **Root Cause:** RISE teachers have not be included in the vertical alignment meetings hosted by general educatin teachers in 3rd-5th

Perceptions

Perceptions Summary

IDEA Academy Donna prides itself in promoting a positive climate and culture. High expectations are set for all students and given opportunities to succeed. All successes, whether great or small are celebrated. These celebrations are used to motivate students to improve academically, make efforts to attend school daily and create a positive attitude toward their learning. IDEA Academy Donna staff invites members of the community to visit and provide presentations and activities for students and parents. All students are encouraged to participate in various afterschool activities. IDEA Academy Donna staff understands that parental support is necessary. Our staff maintains a family and community friendly environment. Parents are welcome to volunteer and take parental classes offered on campus. Parents are kept informed of all activities with the use of a monthly calendar, Facebook, Parent newsletter, flyers, Remind, and phone calls.

Perceptions Strengths

- IDEA Academy creates a positive climate and culture by investing parents and families in family engagement events such as Back to School Bash, Coffee with the Principal, Grandparents Day, Sports with Dad, and Mother's Day etc.
- IDEA Academy invites community members to partner, visit and provide presentations and activities for students and parents including Fire Prevention Week, Autism Acceptance Walk, Self Esteem Bingo.
- IDEA Academy maintains communication with families, scholars and the community in order to create a positive, family friendly environment and invest families and scholars in academic improvement, consistent daily attendance and a positive attitude toward their learning and social/emotional growth. This is achieved through Parent Weekly newsletter, Facebook, Remind etc…

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School and community partnerships are limited. **Root Cause:** Lack of consistent community engagement planning and outreach for school events.

Problem Statement 2 (Prioritized): Inconsistent communication with families & community, impacting investment and support **Root Cause:** There has not been enough engagement with parents to ensure they have a platform presence on Remind to be informed of upcoming events and/or general school communications.

Priority Problem Statements

Problem Statement 1: Our attendance has fallen below 97.5%

Root Cause 1: Lack of clear communication at the beginning of the year with families who continue to have high absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase in referrals for social and emotional wellness support for students.

Root Cause 2: Competing priorities led to not being consistent with preventative measures such as more whole classroom sessions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Contents were not aligned throughout different grade levels.

Root Cause 3: Insufficient strategy meetings throughout the year to help align different levels across contents.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students need more support when it comes to oral vocabulary, oral presentation and speaking opportunities. This is direct alignment to the literary component; Listening, speaking, reading, and writing.

Root Cause 4: Lack of observations and coaching to support teachers with oral accommodations/supports.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers support for students with special needs differences was not consistent

Root Cause 5: Lack of Diversity/Inclusivity professional development for all staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of Reading/Writing alignment between Lower grades and upper grades

Root Cause 6: Inconsistent alignment meetings scheduled through out the year

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack communication between RISE, content teachers and Special Programs teachers

Root Cause 7: RISE teachers have not be included in the vertical alignment meetings hosted by general educatin teachers in 3rd-5th

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: School and community partnerships are limited.

Root Cause 8: Lack of consistent community engagement planning and outreach for school events.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Inconsistent communication with families & community, impacting investment and support

Root Cause 9: There has not been enough engagement with parents to ensure they have a platform presence on Remind to be informed of upcoming events and/or general school communications.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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)

High Priority

Evaluation Data Sources: ACT Scores above 21 or better

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide feedback on lesson plans that focus on student practice and assessment that align to student practice **Strategy's Expected Result/Impact:** Teacher development, student achievement **Staff Responsible for Monitoring:** Assistant Principal, Principal	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track student progress through internal assessments to target specific student needs **Strategy's Expected Result/Impact:** Effective and targeted reteach, increase student achievement **Staff Responsible for Monitoring:** Assistant Principal, Principal	10%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Analysis: Consistent data conversations to identify misconceptions and provide teachers with practice opportunities for targeted reteach **Strategy's Expected Result/Impact:** Effective and targeted reteach, student academic success **Staff Responsible for Monitoring:** Assistant Principals	10%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Collaborate with College Prep Lead team on identifying the top 10 seniors of concern to start problem solving **Strategy's Expected Result/Impact:** Reduce the number of students of concern, 100% of seniors will attend college **Staff Responsible for Monitoring:** Principal	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Internal exam dashboard, instructional dashboard, weekly Internal dats analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide differentiated instruction in Meets and Masters groups through enrichment activities, small group intervention, after-school tutoring. **Strategy's Expected Result/Impact:** Meets and Masters will increase by 5% in each grade level **Staff Responsible for Monitoring:** Teachers, Instructional coach and Principal	10%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use interventionist to improve reading performance **Strategy's Expected Result/Impact:** Closing reading gaps through small group to increase student performance **Staff Responsible for Monitoring:** CSI, Assistant Principals	10%	40%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for teacher development by implementing Reading alignment meetings 3 times per school year **Strategy's Expected Result/Impact:** Closing reading gaps through the vertical alignment of k-5th **Staff Responsible for Monitoring:** Assistant Principals and Content Leaders	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 41% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam dashboard, instructional dashboard, weekly internal data analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide differentiated instruction in Meets and Masters groups through enrichment activities, small group intervention, after-school tutoring. **Strategy's Expected Result/Impact:** Meets and Masters will increase by 5% in each grade level **Staff Responsible for Monitoring:** Teachers, Instructional coach and Principal	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use interventionist to improve reading performance **Strategy's Expected Result/Impact:** Closing reading gaps through small group to increase student performance **Staff Responsible for Monitoring:** CSI, Assistant Principals	10%	40%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for teacher development by implementing Math alignment meetings 3 times per school year **Strategy's Expected Result/Impact:** Closing Math gaps through the vertical alignment of k-5th **Staff Responsible for Monitoring:** Assistant Principals and content leaders	10%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 5% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Mock exam and TELPAS Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach and Develop Teachers. Weekly ck ins with Teachers - Use EL data to guide observation and coaching. Observations with teachers twice a week with on the spot coaching **Strategy's Expected Result/Impact:** Teacher develops in EL support systems, student achievement increases **Staff Responsible for Monitoring:** Assistant Principal, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use K and 1st grade teachers and co-teachers to build a strong reading foundation and improve reading performance **Strategy's Expected Result/Impact:** Students on grade level for reading, improving student performance **Staff Responsible for Monitoring:** None				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Powerschool tracking system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold teachers accountable for scheduled interventions and track student minute progress through PowerSchool **Strategy's Expected Result/Impact:** Closing gaps in a timely manner/student growth **Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal	10%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Tutoring, in class individual support, Critical Student Intervention time and tutoring to implement assigned minutes **Strategy's Expected Result/Impact:** Closing gaps in a timely manner/student growth **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Principal	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR Assessment, Internal benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement and operate systems to allow coordination and collaboration between Special Education Teachers and Content Teachers **Strategy's Expected Result/Impact:** Special Education students will be served appropriately based on their academic need. Student growth **Staff Responsible for Monitoring:** Assistant Principals	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor the Implementation of accommodations for students receiving special education services as specified in the student's IEPs accommodation page from the ARD **Strategy's Expected Result/Impact:** Special Education students will show growth in their state assessment **Staff Responsible for Monitoring:** Assistant Principals, Principal	10%	40%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development to special education teachers through district lead training or through region one. **Strategy's Expected Result/Impact:** Teacher Development/student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

High Priority

Evaluation Data Sources: STAAR Accountability report, internal exam dashboard, weekly Internal assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest students by celebrating their growth **Strategy's Expected Result/Impact:** Students will feel successful when their gains are celebrated and will continue to be invested in their learning **Staff Responsible for Monitoring:** Lead Team	15%	40%	60%	

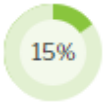
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor all students in our subpopulation progress by continuously tracking students using exit ticket trackers, and accountability boards such as Locus dashboards **Strategy's Expected Result/Impact:** Teachers and leaders will identify what students still need additional support and will create a plan to help them reach academic success **Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal	10%	40%	60%	

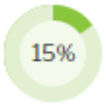
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement tutoring plans aligned to HB4545 Accelerated Instruction in Reading and Math **Strategy's Expected Result/Impact:** Close foundational gaps for students who did not pass STAAR or did not end the year on level **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct trainings and monthly practice for lockdowns, fire drills and other emergency situations using the standard response protocol **Strategy's Expected Result/Impact:** Full understanding of the different standard response protocols/be prepared during an emergency situation **Staff Responsible for Monitoring:** Facilities Manager, Assistant Principal of Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Schedule and Implement monthly Crisis Team Meetings. **Strategy's Expected Result/Impact:** Safety communication is shared with stakeholders, team reflection allows consistent improvement				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong partnerships with parents through phone calls from leaders/teachers to follow up on the communication for all campus events **Strategy's Expected Result/Impact:** Increase parent investment and participation **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principals	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest parents in child's academic progress by sending personalized invitations to events such as curriculum night, report card night, parent conferences, meet the teacher **Strategy's Expected Result/Impact:** Build partnership with parents leading to student success **Title I:** 4.2 **Funding Sources:** SEL Books for parents, colored paper, card stock, pens, rainbow parachute, el monstruo de colores (Spanish SEL) Book - Title I, Part A (4120) - $3,877.56	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of Anti-bullying Curriculum during Culture camp during BOY **Strategy's Expected Result/Impact:** To create a culture of safety **Staff Responsible for Monitoring:** Teachers, Assistant Principals	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of safer, smarter schools on BOY (week 2) **Strategy's Expected Result/Impact:** Make safety a priority	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

Evaluation Data Sources: District Report/Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE is included in campus daily schedule **Strategy's Expected Result/Impact:** Vigorous activity is consistent/student health is improved and students attend school daily **Staff Responsible for Monitoring:** PE Teacher and Co-teacher, Teacher Manager	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Donna will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate with parents the importance of attendance as it relates to academic growth and development 1. Individual parent letters, calls and/or conferences 2. Principal Meetings 3. Parent Weekly **Strategy's Expected Result/Impact:** Parents will understand the importance of attendance and the impact on student achievement **Staff Responsible for Monitoring:** Teachers, Leaders and Operations Team	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Proactively communicate attendance concerns with campus stakeholders 1. Provide grade level administrator updates on students of concern based on number of absences during tactical 2. Provide information on attendance to grade team leaders to cascade to their grade team **Strategy's Expected Result/Impact:** Administrators and teaches will have data pertaining to their grade level and opportunities to reflect/improve plan **Staff Responsible for Monitoring:** Teacher, Leaders and operations team	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.

High Priority

Evaluation Data Sources: Teachboost

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong relationships with staff members 1. Weekly check-ins with instructional coaches 2. Principal chats with all staff members to discuss glows and grows, professional growth opportunities **Strategy's Expected Result/Impact:** Staff feels valued increasing retention and satisfaction, staff performance increases- leading to academic growth **Staff Responsible for Monitoring:** Principal, Assistant Principal	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for development through weekly observations and follow up meetings 1. Observe Staff 2. Implement coaching practices using the coaching cycle throughout the year **Strategy's Expected Result/Impact:** Building accountability through consistent coaching **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Donna is 85% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong partnership with Talent Partners and collaborate on opportunities for campus to host Meet and Greet/Campus Tours for candidates and other activities that will attract qualified candidates **Strategy's Expected Result/Impact:** opportunity to network, build relationships with candidates and promote our campus **Staff Responsible for Monitoring:** None	15%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for recognition and opportunities for growth 1. Weekly recognition through the Teacher Newsletter 2. Monthly Celebrations during Staff meeting 3. Opportunities for teachers to have leadership roles (team and content leaders) **Strategy's Expected Result/Impact:** Teachers feel valued, building relationships and team and family **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	15%	40%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	SEL Books for parents, colored paper, card stock, pens, rainbow parachute, el monstruo de colores (Spanish SEL) Book		$3,877.56
				Sub-Total	$3,877.56
				Budgeted Fund Source Amount	$3,922.75
				+/- Difference	$45.19
				Grand Total Budgeted	$3,922.75
				Grand Total Spent	$3,877.56
				+/- Difference	$45.19

IDEA Public Schools

Donna College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 15, 2023

Mission Statement

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

Our Mission Statement
IDEA College Preparatory Donna is rewriting the story of underprivileged communities by creating a positive learning environment that equips students with the academic, social and leadership skills and international mindedness that are required to succeed in college and our global society.

IB Mission Statement
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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: August 28, 2023

Demographics

Demographics Summary

At ICP Donna, we are an open-enrollment charter school dedicated to providing equitable access to a high caliber education to our community. Our current enrollment is 709 with 377 students enrolled in our 6th-8th grades and 332 enrolled in our 9th-12th grades. We have a fairly homogenous population in terms of ethnic background as 97% of our students identify as Hispanic/lLatino and 2% identify as White. In regard to gender distribution, 48% of our students identify as male and 51% identify as female.

Our academic programming is highly rigorous and includes state required courses to meet graduation requirements however, we also offer Advanced Placement (AP) courses, the International Baccalaureate Diploma Program (IB DP) and Career and Technical Education (CTE) courses to 100% of our students without any type of application or enrollment fees.

In 8th grade, we offer high school credit courses and 1 CTE course to allow students to begin building their GPA as early as possible. We offer:

- Algebra I
- Spanish I
- Biology
- TSDE/Professional Communications (CTE)

In 9th and 10th grade we offer the following courses:

- AP Economics
- AP Government
- AP Spanish Literature
- AP World History
- AP Art History
- AP Computer Science
- Principles of Arts, A/V Technology, and Communications (CTE)
- Principles of Business, Marketing, and Finance (CTE)

In 11th and 12th grade, we offer our IB Diploma Programme to 100% of our students. Our course offerings are the following:

- Group 1: Language A Higher Level (HL)
- Group 2: Language B Lang and Lit (LL)
- Group 2: Language B Higher Level (HL)
- Group 2: Language B Standard Level (SL)
- Group 2: Language B Ab Initio
- Group 3: History of the Americas Higher Level (HL)
- Group 4: Biology Higher Level (HL)

- Group 4: Biology Standard Level (SL)
- Group 5: Mathematics Standard Level (SL)
- Group 6: Visual Arts Higher Level (HL)
- Group 6: Visual Arts Standard Level (SL)
- Group 7: Theory of Knowledge

For our IB DP, we also offer the CAS experience and EE program to ensure students are competing the IB continuum.

In addition, we offer UIL athletics such as Basketball, Baseball, Softball, Volleyball and Track. Our teams are highly competitive and have been recognized at the state and regional level.

We are also proud that 80-85% of our students return year after year, 90%+ of staff is retained annually, and our accountability rating has consistently been an A with the exception of the 21-22 school year in which a data entry error at the local level resulted in a B.

Demographics Strengths

Our campus has multiple strengths however some of the most compelling are listed below:

- Staff retention rate is consistently 85%+ on an annual basis.
- Our college matriculation rate has been at 100% since 2008 and are on track to meet that goal for the Class of 2023.
- We saw steady and significant improvement in our student achievement data based on our preliminary STAAR results. For example, our US EOC grew from 70% approaches to 97% approaches.
- Our Class of 2023 are 100% on track to graduate high school.
- Our campus is on track to meet an A rating as per the state of Texas' accountability system.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause:** While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Problem Statement 2: We have not consistently met our enrollment goals over the past 3 academic years. **Root Cause:** This problem is one that is dual layered in that one reason why we have not met enrollment is because many of our students seek to not return and secondly, we have not done a effective job at communicating all of the services and programming we have to offer.

Problem Statement 3 (Prioritized): We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause:** While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.

Student Learning

Student Learning Summary

Our campus is currently on track to meet student achievement goals for the 22-23 academic year however, we are still pending official STAAR, AP, and IB exam data.

Historically our data in Domain 1 and Domain 2 has been the highest out of the 3 state accountability domains which speaks to our student achievement and student growth. We have struggled in Domain 3 as we have inconsistently met our EB (formerly EL indicator). We have not received our exam scores yet however, we did place a renewed emphasis on our SPED and EB student population as that was an area of growth from the 21-22 school year. We successfully meet 100% in regard to CCMR data ensuring that every single student either passes their TSI, one AP or IB exam, and/or receives a 21+ on their ACT exam.

Below is a chart outlining our student achievement data for the last 3 years:

GOAL	2019-2020	2020-2021	2021-2022	2022-2023
Campus A Rating	Not Rated	Met 94	Did Not Meet* 89	On Track 86**
100% Matriculation	Met 100%	Met 100%	-	-
25% IB Diploma Recipients	Did Not Meet 12%	Did Not Meet 20%	Met 31%	Off Track 9% (Based on PGs)
85% Staff Retention	Met 90%	Met 95%	Met 90%	On Track 88%
90% Persistence	Met 91%	Did Not Meet 85%	-	On Track 96.4%
50% CSI	-	-	Met 50%	-
90% New Student Persistence	-	-	Did Not Meet 78%	-
30% of 9th and 10th grade students will pass 1 AP exam	-	-	-	On Track 34%

Below is our state assessment, STAAR specific data:

STAAR DATA				
GRADE	**ENGLISH**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
6TH	2019-2020: 51|17|2 (SE) 2020-2021: 63|25|8 2021-2022: 69|47|24 2022-2023: 33|9|2 (ME)	2019-2020: 43|11|0 (SE) 2020-2021: 53|22|3 2021-2022: 76|39|18 2022-2023: 80|27|3 (ME)	-	-
7TH	2019-2020: 73|40|15 (SE) 2020-2021: 63|40|14 2021-2022: 87|67|44 2022-2023: 56|22|10 (ME)	2019-2020: 63|20|3 (SE) 2020-2021: 38|15|1 2021-2022: 80|38|14 2022-2023: 57|27|7 (ME)	-	-
8TH	2019-2020: 82|54|19 (ME) 2020-2021:86|50|24 2021-2022: 88|58|40 2022-2023: 74|32|12 (ME)	2019-2020: 87|50|17 (SE) 2020-2021: 65|23|10 2021-2022: 79|38|23 2022-2023: 89|34|10 (ME)	2019-2020: 94|770|17 (SE) 2020-2021: 83|52|19 2021-2022: 92|63|22 2022-2023: 71|25|3 (ME)	2019-2020: 71|30|16 (SE) 2020-2021: 37|18|9 2021-2022: 65|28|13 2022-2023: 62|21|11 (ME)
9TH	2019-2020: 64|52|8 (ME) 2020-2021:62|44|9 2021-2022: 71|51|10 2022-2023: 60|38|3 (ME)	-	-	-
10TH	2019-2020: 76|61|10 (ME) 2020-2021: 70|54|10 2021-2022: 79|58|7 2022-2023: 65|43|7 (ME)	-		-

STAAR DATA				
11TH	-	-	-	2019-2020: Did not take ME due to COVID. 2020-2021: 95|72|44 2021-2022: 98|83|55 2022-2023: 77|32|2 (ME)

See PDF in Addendum for more information.

Student Learning Strengths

Our campus has multiple strengths as it relates to student learning. Below is a brief summary of some of our most successful data points to as of the 22-23 school year:

- Continued high level CCMR performance.
- Improvement amongst our Middle School STAAR English exams from 21-22 to the 22-23 school year.
- Our Biology and USH EOC scores continue to meet our district 90|60|30 benchmarks.
- We have successfully maintained strong internal tracking systems to track our STAAR, AP, IB and accountability data.
- Our critical students have met their 2+ years growth goal as per our EOY Ren Star data results.
- We have a very strong middle school PE program that has allowed our campus to be named one of the Healthiest Campuses.
- Our middle school program achieved the Accelerated Reader (AR) Honor Roll.
- RISE STARR Alt consistently meets their goals.
- 100% 4-year college acceptances
- 50%+ Tier I/II acceptances

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Domain 3 results have been detrimentally impacted due to missing our TELPAS metric. **Root Cause:** Our EB students are not properly invested or prepared to take their annual TELPAS exam

Problem Statement 2 (Prioritized): Our middle school math STAAR scores have not recovered from pre-pandemic conditions. **Root Cause:** Our students have not been able to appropriately recover the procedural or theoretical skills necessary to master the math concepts set before them.

Problem Statement 3 (Prioritized): We have not consistently met our district 25% IB diploma goal. **Root Cause:** Students are not meeting the minimum amount of points in their Math, Biology, and History courses.

Problem Statement 4: We have not seen an increase in our Masters numbers. **Root Cause:** We have not placed an emphasis on Masters at our campus

School Processes & Programs

School Processes & Programs Summary

At ICP Donna, our programs and processes are integral to our students' success. As previously stated, we offer rigorous curriculum such as AP, IB and CTE courses to prepare our students as much as possible for the transition to the university level.

Curriculum & Instruction

- From a student facing perspective, we select course sequencing that we firmly believe will help support our students with the minimum Texas curriculum requirements but also select courses that we know will extend beyond the fundamental requirements. We want our students to have access to curriculum that is often only made accessible to a select few. This is one of the flagship reasons for our continuation of our IB Programme. We also are thoughtful about selecting online platforms that serve as critical resources such as AlbertIO, JSTOR, TurnItIn, and others.
- We have slowly begun to build our AP identity by integrating AP classes in 9th and 10th grade. We are happy to boast that 14% of our Class of 2024 are already AP scholars and 35% are only ONE test away.
- In our IB DP Programme, while we are still pending our Class of 2023 results, we exceeded the 25% IB Diploma goal for the Class of 2022 at 31% of our eligible receiving their IB Diploma, 59% of students pass 3 or more IB examinations, and 98% pass at least ONE of their exams. In addition, our History scores increased from 20% to 50% passing, our Biology scores increased from 20% to 31%, our Math scores increased from 20% to 30%, our TOK scores increased from 31% to 58%, and our Visual Arts scores increased form 6% to 62%. This was one of our strongest years and we remain optimistic that our scores to be released this July will reflect similar growth.
- Our STAAR achievement results were shared in a previous section.

Staff Development

- Our staff development is a campus priority as we know that in order for our students to be successful, their teachers need to be as equipped as possible. We achieve this in a multitude of ways.
- 100% of our teachers receive differentiated development during our Beginning of Year (BOY) Professional Development (PD) week by being able to select options. In addition, some teachers are excused if they have already demonstrated mastery in that particular skill set.
- 100% of our teachers receive development throughout the schools year through our Professional Learning Community (PLC) Meetings that take place weekly. Our PLC Calendar is designed by alternating development and operational topics. In a span of 4 weeks, we plan for one pedagogical topic or priority, one functional topic such as testing practices, one vertical and collaborative topic, and one horizontal and collaborative topic. In addition, we ensure that one PLC every month is led by a teacher so that they can receive additional development by leading PD for their peers.
- 100% of our teachers are observed once a week and/or once every two weeks contingent on need.
- 100% of our teachers receive feedback once a week and/or once every two weeks on their classroom instruction.
- 100% of our teachers receive feedback on their lesson plans every week.
- 100% of our instructional coaches are trained and normed on observation and feedback practices to ensure that the feedback provided to teachers is tightly aligned to our campus goals and needs.

Operating Mechanisms

- We have a cohesive and concise coaching cycle as one of our set operating mechanisms. This cycle is designed and followed by our instructional team to ensure that our teachers are being developed and held accountable to their action steps.
- 100% of our teachers have check in documents that allow their teachers to provide upward feedback.
- Each week, our leadership team meets and discusses various data points such as ADA, Persistence, Matriculation Data, and Student Achievement data both as a means of accountability but also in an effort to collaborate with one another and problem solve as needed.

School Processes & Programs Strengths

Some of the data points that deeply reflect various bright spots and highlights as a result of our programming, development, and operating mechanisms are listed below:

- ICP Donna retains 90%+ of teachers on an annual basis.
- ICP Donna retains 80%+ of students on an annual basis.
- Based on our student Panorama results our students rated the following statements at a 3.5 or higher from a Likert scale of 1-5:
    - Safety
    - School Climate
    - School Teacher/Student Relationships
- 80% of our students agree that they know how to report any type of suspicious activity.
- 93% of our students agree that they know what to do if an emergency happens.
- 91% of our students agree that our teachers are frequently or sometimes excited to be teaching classes.
- 83% of our students agree that their teachers are respectful towards them.
- 95% of our students agree that their teachers challenge them to do their best.
- 86% of our students agree that the adults on the campus care about them.
- 75% of our families agree that their children are learning everyday and being prepared for college.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on our latest Panorama family and student surveys, 79% of our parents responded that their teacher rarely or never tells them how their child is doing in class. **Root Cause:** There is no formal structure or expectation set for teachers on how often to communicate with their parents.

Problem Statement 2 (Prioritized): Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause:** Our campus traditions, incentives, and initiatives are not informed by student voices.

Problem Statement 3: We have monthly family/community events however, our attendance fluctuated throughout the year. **Root Cause:** Our families are not invested and/or do not see the value in our community events.

Perceptions

Perceptions Summary

Overall, this is an area in which there are multiple pockets in which we excel; our staff retention has been maintained at a 90%+ over the last 7 years, our student achievement results continue to meet or exceed benchmarks/goals, our graduation rate continues to be 100%, our matriculation rate also continues to be 100%, our extra curricular activities such as as our athletic program has continued to evolve and include new sports, and our behavioral/infraction data has improved as well.

Our staff continues to be vocal and comfortably shares upwards feedback with leaders. This is indication of the strengths of the professional relationships that have been fostered and a demonstration of the culture of achievement amongst our staff. In addition, our teachers willingly participate in various focus groups or committees when needed.

Our student organizations such as NHS, Student Council, and JSA continue to be incredibly active and beneficial to our community partnerships. Our student leaders maintain annual practices such as toy drives, food drives, community service events, community performances that allow students to showcase their work and learning, and show support at sporting events which illustrates the bond and camaraderie amongst our student body.

Perceptions Strengths

In addition to all of the bright spots listed above, we also have specific data from our AEES survey from the 22-23 academic year that affirms many areas that we are excelling in.

The following statements had a positive rating by 80%+ of staff:

- At work, I have the opportunity to do what I do best every day.
- I have at least one close friendship with another team member at IDEA.
- IDEA treats employees fairly no matter how they idenitify (race/ethnicity, gender identity, sexual orientation, language, socioeconomic background, physical and cognitive ability).
- My fellow employees are committed to doing quality work.
- My leadership team hires people who are a good fit for our team.
- My work is meaningful.

An area of improvement was staff's perception regarding time off as 70% agree with the statement, "I am able to use my earned PTO (Paid Time Off) when I need." This is an area that has been lower in the past and often made staff feel that we were not promoting a work/life balance. Also, 70% of staff agree that "[they are] proud to say [they] work for IDEA Public Schools." This is another bright spot as we have seen lower numbers in that statement before. Lastly, 70% of staff agree that "My leadership team demonstrates gratitude for good work and geninue efforts." this data point speaks to the culture of appreciation the leadership team at ICP Donna has worked continuously towards and one of reasons why our staff retention continues to be high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on our AEES survey, less than half of our staff (42%) agree that IDEA is a mentally and emotionally healthy place to work. **Root Cause:** We do not have formal or explicit structures clearly indicating to staff that we are working towards creating a mentally and emotionally healthy place to work nor do we offer on site and licensed emotional or mental support.

Problem Statement 2: Based on our AEES survey, less than half of our staff (44%) agree that IDEA encourages team members to find work life balance. **Root Cause:** Our district

and by extension our campus does not have practices nor structures in place that encourage work life balance such as encouraging taking a mental health day and/or consideration of the high stress environment.

Problem Statement 3 (Prioritized): Based on our AEES survey, just over half (52%) agree that IDEA is a fun place to work. **Root Cause:** We do not have consistent social calendar where staff can celebrate with one another. We do not have regularly celebrate staff for accomplishments throughout the year and wait until BOY to do so.

Priority Problem Statements

Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year.

Root Cause 1: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Domain 3 results have been detrimentally impacted due to missing our TELPAS metric.

Root Cause 2: Our EB students are not properly invested or prepared to take their annual TELPAS exam

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have not consistently met our district 25% IB diploma goal.

Root Cause 3: Students are not meeting the minimum amount of points in their Math, Biology, and History courses.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We have had less than 97% average daily attendance (ADA) for the last two academic years.

Root Cause 4: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school.

Root Cause 5: Our campus traditions, incentives, and initiatives are not informed by student voices.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on our latest Panorama family and student surveys, 79% of our parents responded that their teacher rarely or never tells them how their child is doing in class.

Root Cause 6: There is no formal structure or expectation set for teachers on how often to communicate with their parents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Based on our AEES survey, less than half of our staff (42%) agree that IDEA is a mentally and emotionally healthy place to work.

Root Cause 7: We do not have formal or explicit structures clearly indicating to staff that we are working towards creating a mentally and emotionally healthy place to work nor do we offer on site and licensed emotional or mental support.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Based on our AEES survey, just over half (52%) agree that IDEA is a fun place to work.

Root Cause 8: We do not have consistent social calendar where staff can celebrate with one another. We do not have regularly celebrate staff for accomplishments throughout the year and wait until BOY to do so.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our middle school math STAAR scores have not recovered from pre-pandemic conditions.

Root Cause 9: Our students have not been able to appropriately recover the procedural or theoretical skills necessary to master the math concepts set before them.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices

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)

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue ACT Now! initiative (week long ACT review sessions prior to each exam for a total of 3/year) **Strategy's Expected Result/Impact:** Increase in composite score by .5-1 point each time. **Staff Responsible for Monitoring:** College Counselor & 11th Grade Team **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** 71,960 - Title I, Part A (4120)	60%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maintain ACT student achievement tracking and use data to showcase growth and goals met **Strategy's Expected Result/Impact:** Increase in composite score and foster student investment **Staff Responsible for Monitoring:** College Counselor & 11th Grade Team **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** 72,680 - Title I, Part A (4120)	60%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify list of students at BOY that may need additional TSIA support based on their IB and AP performance so far. **Strategy's Expected Result/Impact:** Ensure that all students meet CCMR criteria and avoid remedial courses by passing their TSI **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** 72,680 - Title I, Part A (4120)	25%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize our campus interventionist in order to support the Math component of the TSI exam as this is an area that has been identified as a gap. **Strategy's Expected Result/Impact:** Ensure that all students meet CCMR criteria and avoid remedial courses by passing their TSI. Ensure that students have a firm grasp on foundational math concepts. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** 72,680 - Title I, Part A (4120)	80%	85%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of our graduates will have a meaningful relationship with their PWI during their senior year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create calendar of monthly events/touchpoints for PWI and assigned student cohort to ensure that relationships are following an effective and timely operating mechanism that will allow for student and leader relationships to flourish. **Strategy's Expected Result/Impact:** Increase student investment and overall, level of of joy on campus. **Staff Responsible for Monitoring:** Director of College Counseling **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1, 3 - School Processes & Programs 2 **Funding Sources:** 85,492 - Title I, Part A (4120)	35%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.
Problem Statement 3: We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause**: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.
School Processes & Programs
Problem Statement 2: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause**: Our campus traditions, incentives, and initiatives are not informed by student voices.

Goal 1: All IDEA students matriculate to college

Performance Objective 4: 100% of our graduates will pass at least ONE IB or AP exam by the time they graduate in May 2024

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Instructional coaches will have weekly and/or data conversations respectively aligned to our coaching cycle to ensure that students are on track to meet this goal. **Strategy's Expected Result/Impact:** Students will pass at least ONE IB or AP exam. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 3 - School Processes & Programs 2	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: AP and IB teachers will track their student achievement on a weekly basis using our campus data tracker. **Strategy's Expected Result/Impact:** Increase in student performance in AP or IB exams. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 3	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: We have not consistently met our district 25% IB diploma goal. **Root Cause**: Students are not meeting the minimum amount of points in their Math, Biology, and History courses.
School Processes & Programs
Problem Statement 2: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause**: Our campus traditions, incentives, and initiatives are not informed by student voices.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: Campus will meet the indicator score of 36 reflecting that our students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enlist the help of Dr. ET, a local consultant, to help support our students prepare for their TELPAS exam. **Strategy's Expected Result/Impact:** Increase TELPAS scores. **Staff Responsible for Monitoring:** EB Coordinator **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	N/A	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage Imagine Learning, Rosetta Stone, and other platforms to help support our EB population. **Strategy's Expected Result/Impact:** Increase EB student's language acquisition. **Staff Responsible for Monitoring:** EB Coordinator **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	N/A	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Redesign our TELPAS testing plan to ensure that our students are in the best environment possible for their exam. **Strategy's Expected Result/Impact:** Increase TELPAS scores **Staff Responsible for Monitoring:** EB Coordinator **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	60%	70%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our Domain 3 results have been detrimentally impacted due to missing our TELPAS metric. **Root Cause**: Our EB students are not properly invested or prepared to take their annual TELPAS exam

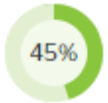
Goal 2: IDEA achieves an A Rating

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB4545 Point Person will host monthly touchpoints with all HB4545 teachers to ensure that they are on track with our monthly and quarterly goals. **Strategy's Expected Result/Impact:** 100% of students will meet their minutes by May. **Staff Responsible for Monitoring:** HB4545 Point Person **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement HB4545 time into bell schedule to ensure that teachers and students have protected time to work on their minutes. **Strategy's Expected Result/Impact:** 100% of students will meet their minutes by May. **Staff Responsible for Monitoring:** HB4545 Point Person **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	60%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train teachers on how to best support students through the use of differentiated and reteach strategies to enhance their pedagogical approach. **Strategy's Expected Result/Impact:** 100% of students will meet their minutes by May and perform at a higher mastery level. **Staff Responsible for Monitoring:** HB4545 Point person **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our middle school math STAAR scores have not recovered from pre-pandemic conditions. **Root Cause**: Our students have not been able to appropriately recover the procedural or theoretical skills necessary to master the math concepts set before them.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Redesign weekly instructional rounds to include a SPED instruction observation component. **Strategy's Expected Result/Impact:** Students will be receiving high quality instruction to help support their learning. **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 2, 3	20%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maintain SPED data tracker with all SPED teachers so that student achievement data is being reviewed weekly **Strategy's Expected Result/Impact:** SPED students will receive frequent feedback and support **Staff Responsible for Monitoring:** College Counselor & APIs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** 79,997 - Title I, Part A (4120)	30%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Student Learning

Problem Statement 2: Our middle school math STAAR scores have not recovered from pre-pandemic conditions. **Root Cause**: Our students have not been able to appropriately recover the procedural or theoretical skills necessary to master the math concepts set before them.

Problem Statement 3: We have not consistently met our district 25% IB diploma goal. **Root Cause**: Students are not meeting the minimum amount of points in their Math, Biology, and History courses.

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increase in student achievement scores **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 2	40%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct consistent weekly instructional rounds using instructional snapshot tool to ensure that teachers are effectively teaching and subsequently being coached. **Strategy's Expected Result/Impact:** Increase in student achievement scores **Staff Responsible for Monitoring:** APIs **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 **Problem Statements:** Student Learning 1, 2, 3	85%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement discipline literacy as per our org priorities **Strategy's Expected Result/Impact:** Increase in student achievement scores **Staff Responsible for Monitoring:** APIs **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 **Problem Statements:** Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Student Learning
Problem Statement 1: Our Domain 3 results have been detrimentally impacted due to missing our TELPAS metric. **Root Cause**: Our EB students are not properly invested or prepared to take their annual TELPAS exam
Problem Statement 2: Our middle school math STAAR scores have not recovered from pre-pandemic conditions. **Root Cause**: Our students have not been able to appropriately recover the procedural or theoretical skills necessary to master the math concepts set before them.
Problem Statement 3: We have not consistently met our district 25% IB diploma goal. **Root Cause**: Students are not meeting the minimum amount of points in their Math, Biology, and History courses.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train all staff on safety protocols **Strategy's Expected Result/Impact:** Receive a score of proficient or higher. **Staff Responsible for Monitoring:** APO & Principal **Problem Statements:** Demographics 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold staff accountable to campus safety protocols through frequent and sporadic observations **Strategy's Expected Result/Impact:** Receive a score of proficient or higher. **Staff Responsible for Monitoring:** APO & Principal				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.
Problem Statement 3: We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause**: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and follow calendar of monthly events for school community **Strategy's Expected Result/Impact:** 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)) **Staff Responsible for Monitoring:** School Counselor & Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 1	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 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)) **Staff Responsible for Monitoring:** School Counselor & Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 1, 2 **Funding Sources:** Easel pads, Sticky Notes, Notebooks, Envelopes, Sign Holder, Scissors - Title I, Part A (4120) - $738.49	70%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create events with Academy counterpart when possible so families do not need to schedule multiple campus visits **Strategy's Expected Result/Impact:** 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)) **Staff Responsible for Monitoring:** School Counselor & Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 1, 2 **Funding Sources:** Pens, Calendar, File Organizer, Folders, Labels, Pens, Pencils, Cardstock, Clipboards - Title I, Part A (4120) - $806.58, Manipulatives and Resource Items - Title I, Part A (4120) - $1,883	50%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Problem Statement 3: We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause**: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.

School Processes & Programs

Problem Statement 1: Based on our latest Panorama family and student surveys, 79% of our parents responded that their teacher rarely or never tells them how their child is doing in class. **Root Cause**: There is no formal structure or expectation set for teachers on how often to communicate with their parents.

Problem Statement 2: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause**: Our campus traditions, incentives, and initiatives are not informed by student voices.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that teachers are following MTW expectations and Anti-Bullying and Safer, Smarter School curriculum **Strategy's Expected Result/Impact:** Meet deadline and support students emotionally and socially **Staff Responsible for Monitoring:** School Counselor & APIs **Title I:** 2.6 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 2	75%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop a homeroom observation operation mechanism to ensure that homeroom is being observed on a daily basis **Strategy's Expected Result/Impact:** Meet deadline and support students emotionally and socially **Staff Responsible for Monitoring:** School Counselor & APIs **Title I:** 2.6 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 2	40%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.

Demographics

Problem Statement 3: We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause**: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.

School Processes & Programs

Problem Statement 2: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause**: Our campus traditions, incentives, and initiatives are not informed by student voices.

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Donna will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue ADA grade level challenge along with respective incentives **Strategy's Expected Result/Impact:** Meet ADA goal **Staff Responsible for Monitoring:** APO & APIs **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 2	55%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Shout out grade levels with high ADA during daily announcements **Strategy's Expected Result/Impact:** Meet ADA goal **Staff Responsible for Monitoring:** APO & APIs **Title I:** 2.5 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 2	50%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Follow ADA matrix with fidelity **Strategy's Expected Result/Impact:** Meet ADA goal **Staff Responsible for Monitoring:** APO & APIs **Title I:** 2.5 **Problem Statements:** Demographics 1, 3 - School Processes & Programs 2	50%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to maintain and/or increase student persistence as we have not kept 90%+ of our students since the 2019-2020 academic year. **Root Cause**: While there has not been a distinct pattern identified, the most common reasons for students leaving our campus is 1. The rules and student behavioral expectations are perceived as too strict. 2. Students are seeking a more varied middle and high school experience similar to those found in surrounding public schools. 3. Students are not fully invested or engaged in the academic program we offer.
Problem Statement 3: We have had less than 97% average daily attendance (ADA) for the last two academic years. **Root Cause**: While we have not identified an overarching pattern. We have identified the following as root causes: 1. Our students and parents are not invested in being at school every day. 2. Our students have not internalized the connection between attendance and achievement. 3. We have not effectively communicated the importance of ADA and how it directly impacts academic trajectory.
School Processes & Programs
Problem Statement 2: Based on our latest Panorama family and student surveys, 59% stated that they are sometimes, rarely, or never excited to come to school. **Root Cause**: Our campus traditions, incentives, and initiatives are not informed by student voices.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

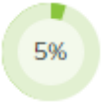
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and utilize tracking system for MVPA minutes and use data to redirect and/or coach accordingly **Strategy's Expected Result/Impact:** Meet MVPA minutes goal **Staff Responsible for Monitoring:** API	70%	70%		

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1, 3	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train all stakeholders on SDC components **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Direct Managers **Problem Statements:** Perceptions 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Based on our AEES survey, less than half of our staff (42%) agree that IDEA is a mentally and emotionally healthy place to work. **Root Cause**: We do not have formal or explicit structures clearly indicating to staff that we are working towards creating a mentally and emotionally healthy place to work nor do we offer on site and licensed emotional or mental support.
Problem Statement 3: Based on our AEES survey, just over half (52%) agree that IDEA is a fun place to work. **Root Cause**: We do not have consistent social calendar where staff can celebrate with one another. We do not have regularly celebrate staff for accomplishments throughout the year and wait until BOY to do so.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA CP is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1, 3	10%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based on our AEES survey, less than half of our staff (42%) agree that IDEA is a mentally and emotionally healthy place to work. **Root Cause**: We do not have formal or explicit structures clearly indicating to staff that we are working towards creating a mentally and emotionally healthy place to work nor do we offer on site and licensed emotional or mental support.
Problem Statement 3: Based on our AEES survey, just over half (52%) agree that IDEA is a fun place to work. **Root Cause**: We do not have consistent social calendar where staff can celebrate with one another. We do not have regularly celebrate staff for accomplishments throughout the year and wait until BOY to do so.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	71,960		$0.00
1	1	2	72,680		$0.00
1	2	1	72,680		$0.00
1	2	2	72,680		$0.00
1	3	1	85,492		$0.00
2	3	2	79,997		$0.00
3	2	2	Easel pads, Sticky Notes, Notebooks, Envelopes, Sign Holder, Scissors		$738.49
3	2	3	Manipulatives and Resource Items		$1,883.00
3	2	3	Pens, Calendar, File Organizer, Folders, Labels, Pens, Pencils, Cardstock, Clipboards		$806.58
				Sub-Total	$3,428.07
				Budgeted Fund Source Amount	$3,428.07
				+/- Difference	$0.00
				Grand Total Budgeted	$3,428.07
				Grand Total Spent	$3,428.07
				+/- Difference	$0.00

IDEA Public Schools

Eastside Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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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Priority Problem Statements

Problem Statement 1: Unsuccessful implementation of the RTI process.

Root Cause 1: Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.

Root Cause 2: Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Eastside Academy's academic support for subpopulations does not align with campus needs.

Root Cause 3: 1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Problem Statement 3 Areas: Demographics

Problem Statement 4: All stakeholders are not involved with the school improvement process.

Root Cause 4: The improvement plan has been a transactional plan owned by campus leaders instead of a lever for transformational school leadership.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Not all teachers want to teach at our school for a long time.

Root Cause 5: 1. Staff turnover is approximately 25% year over year.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data

- Study of best practices

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Eastside Academy will contribute to the CP average ACT score of 21 or better by building a strong foundation in reading and math. How: improve the combined academic achievement average in grades 3-5 Math and Reading to 50 by the end of the 2023-24 school year. **Strategy's Expected Result/Impact:** Improve ACT scores in College Prep beginning with the 2023-24 student cohort. **Staff Responsible for Monitoring:** Dr. La'Keshia Cook **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	5%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained. **Root Cause**: Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Eastside Academy will partner with college prep academic counselors to offer academic support during the school day to students who are at-risk of not meeting the TSIA college readiness benchmark. **Strategy's Expected Result/Impact:** 100% of IDEA Eastside CP graduates will meet the TSI college readiness benchmark. **Staff Responsible for Monitoring:** Dr. La'Keshia Cook and Veronica Flores **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	5%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained. **Root Cause**: Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 31% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Tier 1 RTI support in Reading to all 3rd grade scholars. 3rd-grade students will receive daily intervention using the iReady Individual Learning Pathway in reading. **Strategy's Expected Result/Impact:** Student academic performance on the iReady Benchmark assessment will improve 25% from BOY to EOY **Staff Responsible for Monitoring:** Dr. La'Keshia Cook Denise Davila **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase teacher instruction using the Accelerated Reader program **Strategy's Expected Result/Impact:** 8% improvement in meets grades levels on the Spring 2024 administration of STAAR **Staff Responsible for Monitoring:** LaKeshia Cook; Veronica Flores **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Unsuccessful implementation of the RTI process. **Root Cause**: Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 27% to 29% in
Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Tier 1 RTI support in math to all 3rd-grade scholars. 3rd-grade students will receive daily intervention using the iReady Individual Learning Pathway in math. **Strategy's Expected Result/Impact:** Student academic performance on the iReady Math Benchmark assessment will improve 25% from BOY to EOY **Staff Responsible for Monitoring:** Dr. La'Keshia Cook and Denise Davila **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will improve 8% in the spring administration of the math STAAR assessment in 2024 through instruction using the iLearning Hotspot program. **Strategy's Expected Result/Impact:** 8% improvement in STAAR math assessment results in Spring 2024. **Staff Responsible for Monitoring:** Dr La'Keshia Cook; Veronica Flores **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Unsuccessful implementation of the RTI process. **Root Cause**: Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of EB scholars will work on Summit K12 for 80 mins per week (Fridays) to maintain or increase one proficiency level on the 2024 Spring TELPAS assessment.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will improve 5% in reading and math on the Spring administration of the STAAR assessment through tutoring support by the school interventionist. **Strategy's Expected Result/Impact:** Improve 5% in reading and math **Staff Responsible for Monitoring:** La'Keshia Cook; Veronica Flores **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: Eastside Academy 30% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR reading and math; exit ticket data; internal exam data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 30% of sped students will reach approaches on STAAR by ensuring sped scholars are receiving targeted interventions and support in alignment with their IEP goals. Student individual performance data will be tracked daily and weekly to close gaps. Students will be invited to extra after school and weekend tutorials for added supports. **Strategy's Expected Result/Impact:** The expectation is 30% of scholars will meet or exceed approaches and their growth targets. **Staff Responsible for Monitoring:** La'Keshia Cook; Shanita Stanley; Alan Rheel **TEA Priorities:** Build a foundation of reading and math	N/A	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Eastside Academy will 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))

Evaluation Data Sources: Internal assessments, exit tickets, STAAR exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Eastside Academy will achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** La'Keshia Cook Veronica Flores **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The CCT will meet monthly to review campus vulnerability and gaps with procedural drills. **Strategy's Expected Result/Impact:** The campus will receive a score of proficient or higher on the campus safety scorecard. **Staff Responsible for Monitoring:** Dr La'Keshia Cook	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance **Strategy's Expected Result/Impact:** 100% of schools will be in compliance with the Title 1 Family Engagement requirements. **Staff Responsible for Monitoring:** Dr. La'Keshia Cook **Title I:** 4.2	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At the beginning of the year, the school counselor will schedule out the plan for completing the safer, smarter school and anti-bullying curriculum, including getting parent consent as applicable. **Strategy's Expected Result/Impact:** 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. **Staff Responsible for Monitoring:** Jill First and Dr. La'Keshia Cook	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The physical education teacher will backwards plan how many minutes each student needs each week to meet the goal and track student MVPA minutes weekly to ensure 100% of students are on track to meet the goal. **Strategy's Expected Result/Impact:** 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes by EoY **Staff Responsible for Monitoring:** Veronica Flores	50%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Eastside will achieve a 94.2% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Engage families by hosting monthly opportunities for them to attend events on campus. **Strategy's Expected Result/Impact:** IDEA Eastside Academy will achieve a 92% annual attendance rate for the 23-24 school year. **Staff Responsible for Monitoring:** Jill First	30%	50%		

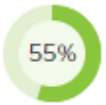
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage students in daily attendance by awarding tokens/roadrunner cash redeemable to shop in the school store. **Strategy's Expected Result/Impact:** IDEA Eastside Academy will achieve a 92% annual attendance rate for the 23-24 school year. **Staff Responsible for Monitoring:** Jill First	20%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Engage all stakeholders through weekly homeroom and grade-level attendance competitions **Strategy's Expected Result/Impact:** IDEA Eastside Academy will achieve a 92% annual attendance rate for the 23-24 school year. **Staff Responsible for Monitoring:** Jill First	35%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

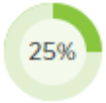
Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of full-time staff members complete all tasks within IDEA's staff development cycle **Staff Responsible for Monitoring:** Dr. La'Keshia Cook and Veronica Flores **TEA Priorities:** Recruit, support, retain teachers and principals	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Eastside is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria. **Strategy's Expected Result/Impact:** IDEA Eastside Academy is 100% staffed for all teacher positions throughout the 2023-24 school year. **Staff Responsible for Monitoring:** Dr La'Keshia Cook and Veronica Flores **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Brenda Jalomo	Teacher	Interventionist	1.0
Rita Sandoval	Co Teacher	AR facilitator	1.0
Rorie Rodriguez	Co Teacher	iLearning HS Facilitator	1.0

IDEA Public Schools

Edgecliff Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 28, 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**
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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Edgecliff Academy is a K-5th charter school in District 8 in Fort Worth. As of 22-23 school year, close to 90% of students were minorities, mostly Hispanic and African American, with less than 7% caucasian. Due to the area in which the school is located, over 90% of students had an economic disadvantage and the campus offered free breakfast and lunch as a whole.

IDEA believes in the mission of getting students to and through college, so Academy focuses on getting students reading at their grade level. Additionally, students are improving their writing skills in preparation of state testing and a rigorous middle school curriculum.

Demographics Strengths

Student persistence increased almost 4% compared to the previous school year, with new student persistence staying above 94%. And even though we did not reach the district attendance goal of 97.5%, we saw an increase compared to the previous year with over 0.60% increase from January to May.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Daily attendance continues to average below the goal of 97.5% at only 94% for the year. **Root Cause:** A late implementation of an incentives program kept teachers and students from being fully invested in improving attendance. Additionally, the escalation matrix for attendance was not followed with fidelity, preventing chronically absent students from making progress.

Problem Statement 2: Student persistence affected by College Prep's number of leavers due to sibling status. **Root Cause:** Although persistence was higher year-over-year, some student withdrawls were caused by culture/disciplinary issues within CP.

Student Learning

Student Learning Summary

Overall at Edgecliff Academy our scholars progressed very well. 89% of our K-2 scholars ended the year at or above grade level in reading. Our Upper Academy prepared well for the STAAR redesign by implementing screen to scratch practices in 3rd and 4th grade. The campus also continued to improve in its ability to progress scholars for RTI.

Student Learning Strengths

K-2 DI is one of our strengths. 89% of scholars finished the year at or above reading level.

ELA continues to be a strength for the campus. Both STAAR tested grades performed better than the other academies in TaCO. Additionally our EL scholars continue to score above the campus average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In K-1, 25 scholars will not complete their grade level program. **Root Cause:** Scholars did not receive adquate RTI support early enough. Leaders did not consistently ensure that time stamps were followed to fidelity in 100% of K-1 spaces.

Problem Statement 2 (Prioritized): In STAAR tested math, students did not adequately engage in vocabulary acquisition. **Root Cause:** Teachers had major gaps in content and planning ability. Leaders did not adequately plan for vocabulary acquisition

Problem Statement 3 (Prioritized): 80% of 3rd graders were not prepared for rigorous writing based on the Mock Exam results. **Root Cause:** Leaders pushed the transition to screen to scratch too late. Scholars did not have adquate at-bats in 2nd grade at rigorous writing.

Problem Statement 4: 3rd and 4th grade teachers collaborated too late on norming with writing processes that matched the STAAR. **Root Cause:** Leaders stuck to the BAW curriculum to fidelity for too long. Leaders and teachers did not norm on a strategy for screen to scratch until late in the 1st semester.

School Processes & Programs

School Processes & Programs Summary

Edgecliff Acadmey just completed its 3rd year of existence. We were able to strengthen systems and processes to make the student experience stronger. We were able to increase student and parent participation this year for multiple events. Our athletics program continues to expand for all scholars. We continue to look for ways to smoothen our campus-wide processes to lessen the lift for dismissal.

School Processes & Programs Strengths

Increased student programming with adding a student council, a talent show, a spelling bee, and more sports for athletics.

Onboarded a new FM that has created more ugrency in upkeep in the building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Dismissal is time consuming and adult labor consuming. **Root Cause:** Inadequate leader presence in every space on campus for dismissal. Inadequatre teacher input into the system development.

Problem Statement 2 (Prioritized): Culture of cleanliness is non-existent in 100% areas of the school. **Root Cause:** Lack of accountability from leaders towards this GET row. Inadequate upholding of cleanliness expectations in 100% of spaces.

Perceptions

Perceptions Summary

At Edgecliff Academy we had our best year yet for student persistence. On the last day of school we were still over 95% student persistence, which showed that we have built deep trust with parents. Additionally we had very little staff turnover this year. As of summer we are still over 85% staff retention.

Perceptions Strengths

Student persistence was over 95% on the LDOS.

Staff retention is currently over 85%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): ADA was below 95% for the 2022-2023 school year. **Root Cause:** We did not have a pro-active system to reward attendance prior to December. Operations alone were not able to stay on top of habitual attendance issues.

Problem Statement 2 (Prioritized): Social Emotional Learning for all scholars was not provided on a consistent basis to 100% of scholars, daily **Root Cause:** Teachers did not have a buy-in with MTW. MTW did not prove to be an effective tier 1 SEL platform to meet the needs of all scholars.

Priority Problem Statements

Problem Statement 1: In STAAR tested math, students did not adequately engage in vocabulary acquisition.
Root Cause 1: Teachers had major gaps in content and planning ability. Leaders did not adequately plan for vocabulary acquisition
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 80% of 3rd graders were not prepared for rigorous writing based on the Mock Exam results.
Root Cause 2: Leaders pushed the transition to screen to scratch too late. Scholars did not have adquate at-bats in 2nd grade at rigorous writing.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Culture of cleanliness is non-existent in 100% areas of the school.
Root Cause 3: Lack of accountability from leaders towards this GET row. Inadequate upholding of cleanliness expectations in 100% of spaces.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Dismissal is time consuming and adult labor consuming.
Root Cause 4: Inadequate leader presence in every space on campus for dismissal. Inadequatre teacher input into the system development.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: ADA was below 95% for the 2022-2023 school year.
Root Cause 5: We did not have a pro-active system to reward attendance prior to December. Operations alone were not able to stay on top of habitual attendance issues.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Social Emotional Learning for all scholars was not provided on a consistent basis to 100% of scholars, daily
Root Cause 6: Teachers did not have a buy-in with MTW. MTW did not prove to be an effective tier 1 SEL platform to meet the needs of all scholars.
Problem Statement 6 Areas: Perceptions

Goals

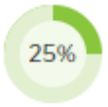
Goal 1: IDEA achieves an A Rating

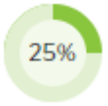
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR
Benchmarks
Mock Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement screen to scratch strategies with fidelity. **Strategy's Expected Result/Impact:** Prepare scholars for STAAR **Staff Responsible for Monitoring:** Instructional leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers recieve weekly, lesson plan feedback. **Strategy's Expected Result/Impact:** Strong first teach **Staff Responsible for Monitoring:** Instructional Lead Team				

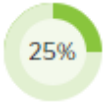
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Daily Exit Ticket sorts with STAAR Tested teachers **Strategy's Expected Result/Impact:** Increased reaction to data **Staff Responsible for Monitoring:** Teachers Instructional Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 26 % to 28% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers recieve weekly observations and feedback on instruction based on Get Better Faster rubric. **Strategy's Expected Result/Impact:** Strong Tier 1 instruction and pedagogy **Staff Responsible for Monitoring:** Instructional Lead Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers recieve co-planning and will analyze their data, weekly. **Strategy's Expected Result/Impact:** To be responsive to data **Staff Responsible for Monitoring:** Instructional Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA : 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS
Mock TELPAS

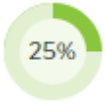
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ELL scholars will engage in weekly practice using Elevate. **Strategy's Expected Result/Impact:** To practice listening, writing, speaking **Staff Responsible for Monitoring:** Instrucitonal lead team	15%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Internal Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify and track HB4545 scholars' minutes with fidelity and provide targeted instruction on identified skills/ TEKs. **Strategy's Expected Result/Impact:** Close the gap for unsuccessful STAAR students **Staff Responsible for Monitoring:** Instructional leaders				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA: 40% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR
Mock Exams
IAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure 100% of SPED scholars receive their SPED support minutes. **Strategy's Expected Result/Impact:** Compliance and providing the modified instruction that scholars need,. **Staff Responsible for Monitoring:** SPED staff Instructional Leaders	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Tracking student perforance **Staff Responsible for Monitoring:** Teachers Instructional leaders	25%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be trained in effective SWAM (Student Work Analysis Meetings) and approaches to re-teach under-performed standards.	30%	60%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: 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))

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Perform weekly walks with the APO and Facilities Manager to ensure safety guidelines are being followed. **Strategy's Expected Result/Impact:** Provide regular feedback on the readiness of the building. **Staff Responsible for Monitoring:** APO Principal	25%	55%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Create events that engage families. **Staff Responsible for Monitoring:** Ops Counselors **Funding Sources:** - Title I, Part A (4120)	35%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan for the effective delivery of of the curriculum with the social worker **Strategy's Expected Result/Impact:** Pro-active teaching of social skills for all scholars **Staff Responsible for Monitoring:** Principal	100%	100%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 mins. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure 100% of PE scholars utilize watches with fidelity **Strategy's Expected Result/Impact:** Scholars track their heart rates **Staff Responsible for Monitoring:** Lead Team PE coaches	10%	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Edgecliff will achieve a 95% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute the ADA matrix with fidelity **Strategy's Expected Result/Impact:** Hold our chronic families accountable **Staff Responsible for Monitoring:** APO Principal	45%	50%		

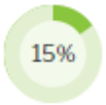
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and implement a weekly, monthly, quarterly ADA incentive goal for scholars. **Strategy's Expected Result/Impact:** Increase and drive daily attendance **Staff Responsible for Monitoring:** Assistant Principal of Operations Principal	40%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: IA : 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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Clear feedback to staff members **Staff Responsible for Monitoring:** Performance managers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers will receive a pulse check with the Principal **Strategy's Expected Result/Impact:** Open lines of communication **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA: IDEA Edgecliff is 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** A high quality teacher in front of every student **Staff Responsible for Monitoring:** Leaders				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IDEA Edgelcliff AC will be fully enrolled by the 11th day of school

Summative Evaluation: Met Objective

Goal 6: 100% of staff will participate in a recruitment day

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,710.80
				+/- Difference	$2,710.80
				Grand Total Budgeted	$2,710.80
				Grand Total Spent	$0.00
				+/- Difference	$2,710.80

IDEA Public Schools

Edgemere Academy

2023-2024 Campus Improvement Plan

Accountability Rating: A

Public Presentation Date: October 18, 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

Demographics

Demographics Summary

IDEA Edgemere is a full-scale campus for Academy this year. We are an open enrollment charter school, nonprofit, free tuition public school. This year we service over 900 scholars in Academy. We have all special programs, including general sped, RISE sped unit (self-contained), 504, Bilingual, RTI, and CSI.

Our goal is to ensure every scholar is at or above grade level in all Contents. We believe our School provides scholars with the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Problem Statement 2: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Problem Statement 3 (Prioritized): Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 4 (Prioritized): There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

Problem Statement 5 (Prioritized): There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their

growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

Problem Statement 6 (Prioritized): Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 7 (Prioritized): Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

Problem Statement 8 (Prioritized): Establish team building inside and outside of work.. **Root Cause:** More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 9 (Prioritized): Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Priority Problem Statements

Problem Statement 1: More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year.

Root Cause 1: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

Root Cause 2:
Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has been a trend of declining average daily attendance (ADA) over the past two of years.

Root Cause 3: Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

Root Cause 4: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

Problem Statement 4 Areas: Demographics

Problem Statement 5: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 5: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Fidelity to coaching cycle to include the exemplar and modeling.

Root Cause 6: Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Establish team building inside and outside of work..

Root Cause 7: More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Gap communicating goals and performance expectations to all stakeholders.

Root Cause 8: More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 9: Clear communication with student code of conduct

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 10: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours

Root Cause 11: Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Fidelity to coaching cycle to include the exemplar and modeling.

Root Cause 12: Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results.

Root Cause 13: Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

Root Cause 14: More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in

the growth and support of Domain III scholars.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Gap communicating goals and performance expectations to all stakeholders.

Root Cause 15: More Data Conversations with all Stakeholders.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms.

Root Cause 16: Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOtspot, IXL, Imagine Learning.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.

Root Cause 17: Tracking gaps correctly and implementing a strong first teach.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Implementation of Tutoring and Saturday, Intervention support ealry.

Root Cause 18: Clear steps on unpacking data during STAAR reflection and throughout the school .

Problem Statement 18 Areas: Student Learning

Problem Statement 19: In person training during BOY PD Focusing around campus gaps and Expectations.

Root Cause 19: We did very well but I would like to focus the campus around trend that still need approvement.

Problem Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from current meets 63% in Reading to 65% in Spring 2024 (HB3)

High Priority

Evaluation Data Sources: Aggressive Monitoring:
Teachers will monitor students throughout the lesson (Do Now, Guided Practice, Independent Practice) and provide Systematic feedback and corrections mirroring the teacher exemplar.

Tutors will work with special pop scholars in small group interventions if scholars are not at mastery.

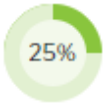
Intervention Support for HB4545 scholars.

Teachers will present new materials in small steps with student practice after each step by thinking aloud and modeling mastery.

Leaders will observe to see if accommodations are being implemented during Instructional Rounds using the Student Accommodation Snapshot document)

Leaders will structure rounds that focus on student Accommodations being implemented in the classroom.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tactic #3: Daily Exit Ticket STAAR Alignment/Tracking (Gen-Ed, SPED) **Strategy's Expected Result/Impact:** Teachers will use STAAR aligned Exit Tickets, Track Exit Ticket Data (Daily ET Tracker/Teams) to be able to monitor student mastery performance and reflect how to close the gaps of content with the support of the Leadership Team to close gaps prior to providing instruction to the cohort of students **Staff Responsible for Monitoring:** Lead Team, Teachers, Regional Coaches **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, Improve low-performing schools **Problem Statements:** Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Purposeful 1st Instruction (Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.) **Strategy's Expected Result/Impact:** Focus on lesson internalization to develop rigorous lesson plans that meet the daily objective by unpacking the standard, dissect previous STAAR assessment questions and Direct Assessments, Ensure Teachers know exactly what (SWBAT)to learn throughout each lesson, receive feedback weekly on lesson alignment, exemplars, and student practice that are aligned to the new GET Rubric. Lesson rehearsals and feedback to teachers starting with obj/exit ticket alignment, exemplar creation, etc. Lesson Internalization (Special Pops): Lesson Internalization alignment is focus includes student accommodations using the (23-24 Student Accommodation Snapshot) Provide professional development in use of the SIOP model to meet EL learning needs, understanding the IEP, and the use of differentiation of instruction to meet the individual student needs. Collaborate with SPED team to ensure appropriate accommodations and services are implemented with fidelity. Implement Telpas data to ensure scholars are receiving adequate Listening, Speaking and Writing. **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause**: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Problem Statement 3: Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 4: There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause**: Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

Problem Statement 5: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

Problem Statement 6: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 7: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

Problem Statement 8: Establish team building inside and outside of work.. **Root Cause**: More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 9: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Student Learning

Problem Statement 1: In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause**: We did very well but I would like to focus the campus around trend that still need approvement.

Problem Statement 2: Implementation of Tutoring and Saturday, Intervention support ealry. **Root Cause**: Clear steps on unpacking data during STAAR reflection and throughout the school .

Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Tracking gaps correctly and implementing a strong first teach.

Problem Statement 4: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause**: Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOtspot, IXL, Imagine Learning.

School Processes & Programs

Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause**: Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

School Processes & Programs

Problem Statement 3: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 4: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More Data Conversations with all Stakeholders.

Perceptions

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause**: Clear communication with student code of conduct

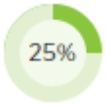
Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

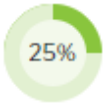
Problem Statement 3: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause**: Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 45% in Spring 2024. (HB3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 90% of Prek-2nd at or above grade in Reading **Strategy's Expected Result/Impact:** Strategy 1: Purposeful 1st Instruction (Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.) **Staff Responsible for Monitoring:** Interventionist, Pre-k, Pre-K co teacher **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, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Fidelity to the Coaching Cycle **Strategy's Expected Result/Impact:** Tactic #1: Per Unit Unpacking Assessments Teachers will unpack (annotate) STAAR, EOC, Unit Exams before teaching a new unit, and create exemplars with mastery looks For's. (Planning Days have been implemented for each Grade Level) Grade Level Leads will share trends, or student growth in Grade Level Meetings that are structured around Data using the Preliminary STAAR Document. Tactic #2 Weekly Observations & AND Coaching Conversations All Teachers have a weekly observation leading to an action step on Teach boost. Action Steps are explicitly modeled and practiced using the Best Practices Library. Leaders schedule time to provide Teachboost Entries throughout the week to give adequate feedback and coaching. **Staff Responsible for Monitoring:** Principal APi's Teachers **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause**: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Problem Statement 3: Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 4: There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause**: Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

Problem Statement 5: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

Problem Statement 6: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 7: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

Problem Statement 8: Establish team building inside and outside of work.. **Root Cause**: More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 9: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Student Learning

Problem Statement 1: In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause**: We did very well but I would like to focus the campus around trend that still need approvement.

Problem Statement 2: Implementation of Tutoring and Saturday, Intervention support ealry. **Root Cause**: Clear steps on unpacking data during STAAR reflection and throughout the school .

Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Tracking gaps correctly and implementing a strong first teach.

Problem Statement 4: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause**: Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOtspot, IXL, Imagine Learning.

School Processes & Programs

Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause**: Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

School Processes & Programs

Problem Statement 3: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 4: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More Data Conversations with all Stakeholders.

Perceptions

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause**: Clear communication with student code of conduct

Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 3: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause**: Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Data Driven Instruction

Strategy's Expected Result/Impact: Tactic #1 Goal Setting (Teachers and Students)

All teachers and students know individual performance bands for math.

Use MSR report to identify growth and achievement goals and hold Goal Setting Conversations

El Growth Ensure that teachers know the current TELPAS composite score for their scholars and are tracking progress and growth.

Use of SIOP, ELPS, and reinforce the daily use of listening, speaking, reading, and writing.

Tactic #2 Data Analysis focused on Domain III against STAAR and EOC Goals-Per Assessment

Teachers' data is tracked by student special populations assessment results data (exit tickets, mid-modules, and end of modules, benchmarks) based on STAAR goals. Based on student performance (Whole-Class Reteach: Below 90% in approaches Targeted Group Re-Teach: 90% or above in approaches.

TEKs are tracked Daily in each subject using an Exit Ticket and Assessment Student Tracker.

Tactic #3 Intervention Plans Bi-weekly STAAR aligned assessment.

During Intervention plans students are to be given Readiness TEKS and high tested reporting categories as per the content.

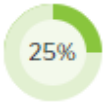
Tutors are implemented to help support small group interventions.

Teachers will assess scholars to then analyze, plan, and reteach based off data.

Tactic#4 Closing the Gap Reteach

Based on student work analysis, teacher's rehearse reteaching readiness TEKs.

Staff Responsible for Monitoring: Principal
APi's
Teachers

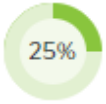
Grade Level Leads **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB4545-Unpack STAAR Data to identify scholars that did not pass. **Strategy's Expected Result/Impact:** Identify scholars that need additional intervention support to meet the HB4545 requirements. Aggressive Monitoring **Staff Responsible for Monitoring:** Jennifer Garcia-API Lakisha Belton- Principal **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily Lesson prioritized by student practice of content and skills, and emphasize student reading, writing, speaking, and listening. All teachers provide feedback during student practice. **Strategy's Expected Result/Impact:** Lesson Internalization, LP Feedback, and Rehearsal (K/D/A) w/ Student Accommodations. Unpack Assessments Fidelity to the Coaching Cycle (Internalization of new GET & Best Practices Library) Exemplar Response/ Criteria for Mastery (STAAR Aligned Key Points & CFUs) Anchor Charts of "How" Key Steps (SWBAT-Focus) Aggressive Monitoring. Student Practice (Gen-Ed., SPED), with the implementation of Tutors Daily STAAR Aligned Exit Ticket /Tracking (Gen-Ed, SPED) Data Sharing with GTL's that are structured around the Preliminary STAAR Data Tracker (Tracking individual Growth Band. Implementation of Accommodations On-going Collaboration with Special Pops Teachers to ensure accommodations and services are implemented to fidelity. Real- Time Coaching Use of SIOP, ELPS, and Reinforce the daily use of the listening, speaking, reading, and writing. **Staff Responsible for Monitoring:** Principal API's Sped Teachers Teachers **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: Increase student persistence.

High Priority

Evaluation Data Sources: Counselors sign in/Calendar and Attendance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Move this world **Strategy's Expected Result/Impact:** Move this world Data Report **Staff Responsible for Monitoring:** NA **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, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause**: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Demographics

Problem Statement 3: Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 4: There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause**: Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

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Problem Statement 6: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

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Problem Statement 8: Establish team building inside and outside of work.. **Root Cause**: More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 9: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Student Learning

Problem Statement 1: In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause**: We did very well but I would like to focus the campus around trend that still need approvement.

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School Processes & Programs

Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause**: Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

Problem Statement 3: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 4: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More Data Conversations with all Stakeholders.

Perceptions

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause**: Clear communication with student code of conduct

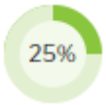
Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 3: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause**: Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Goal 2: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and sustain ongoing partnerships with new and returning families by focusing on supporting & strengthening family well-being and student achievement. Invest families in the "WHY they chose IDEA/When you commit to graduating to and through college. Hold monthly Campus Crisis Meetings to identify campus improvements, and review feedback from survey. **Strategy's Expected Result/Impact:** Internalize feedback from Parent Surveys, Townhalls, Coffee w/ the Principal Improve Safety Procedures (Campus Crisis Plan) Parent/Scholar Workshops for Mental Health Concerns Weekly Campus Tours on Thursdays WTI- Make up sessions Campus security 3-month data audit to track tends in leavers (Reviewing Trends) Increase of parent Involvement & Parent Volunteers Increase Campus Communications-Weekly Positive Calls, Newsletter, Facebook, Remind, Grade Level Townhalls, Curriculum Night Review Family Feedback from BOY Survey to make campus improvements Campus Alignment with Events & Activities Extracurricular Activities Highlight Healthy Meals in CNP **Staff Responsible for Monitoring:** Principals- Campus Crisis Team **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor data and adjust actions **Strategy's Expected Result/Impact:** Identify magic numbers per grade level * Hold stakeholders accountable for their own grade level persistence * Maintain an open communication with teachers and stake holders to find and intervene with potential losses through the mission list * Exit meetings with all leavers, to include an API, APO, and Principal. **Staff Responsible for Monitoring:** Principals Campus Crisis Team **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold Campus Meetings throughout the year to connect with families (Build Family Engagement) **Strategy's Expected Result/Impact:** Meet the Teacher, Parent Report Card Nights, Coffee with the Principal- Develop a yearlong calendar with family engagement events. **Staff Responsible for Monitoring:** All campus Stakeholders **Title I:** 2.5, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

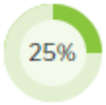
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Campus Improvement Plan Meeting with parents to share the campus vision for the year. **Strategy's Expected Result/Impact:** To share the campus improvement plan with parents for the 23-24 school year. **Staff Responsible for Monitoring:** Principal SSA **Title I:** 2.5, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

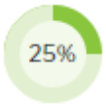
 No Progress Accomplished Continue/Modify Discontinue

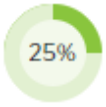
Goal 2: Increase student persistence

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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Move this world **Strategy's Expected Result/Impact:** Morning expectation to share Move this world. Analyze Data and Follow-up with teachers, Input Teachboost Feedback. Regular Walkthroughs and PD's for Teachers. **Staff Responsible for Monitoring:** Principal SSA Teachers Admin **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have Anti-Bullying Assembly for scholars and staff in Oct. **Strategy's Expected Result/Impact:** To share awareness on why not to bullying and how to support one another if we see it happening. See something, Say something. **Staff Responsible for Monitoring:** All Stakeholders **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Edgemere Academy will be in compliance with all the Title 1 Family engagement requirements through the following events: Meet the teacher, Public Hearing, Spring Town Hall Meeting and semester 1 Report Card Pick up. **Strategy's Expected Result/Impact:** Upload of information-sign-in sheets, agenda, materials, and communication-invitations to families to Title 1 Crate for the above outlined events. **Staff Responsible for Monitoring:** Principals, APi's, SSA, APO **Title I:** 2.4, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 4: We ARE Fierce Falcons Building Pride & Culture.

High Priority

Evaluation Data Sources: Execute culture walk throughs to ensure that teachers are bringing the joy. * Falcon Friday Hallway Parades to celebrate academic successes. Plan monthly family engagement events to build team & family. * Creating partnerships with the community to bring in outside sports and activities * Collaboration with College Prep * Collaborate with Parent Volunteers * Calander of events set for the year

Summative Evaluation: Some progress made toward meeting Objective

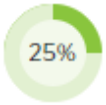
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quality On-Boarding **Strategy's Expected Result/Impact:** Invite all new families to Welcome to IDEA * Meet the teacher * Culture Camps for all new scholars * Expectations meetings for all late enrollments * New Family Postcard in September * New Family Checkpoint in December before the break * Weekly campus tours. **Staff Responsible for Monitoring:** Principal APi's SSA Teachers APO **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: 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))

Summative Evaluation: Some progress made toward meeting Objective

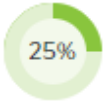
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest in ADA Data through Accurate Tracking and Follow-up **Strategy's Expected Result/Impact:** Tracking through Daily Huddles-Ensure phone calls are completed for absent scholars. Conduct Follow-up calls for those parents not reached in the AM. Data Audit- Verify data through weekly audits of enrollment and ADA ensuring that all manual changes are completed. Public Data Tracker-Ensure that data is easily readable and accessible. ADA Homeroom Teacher Tracker-All homeroom teachers help support the SIS by updating the ADA Tracker by 8:45 A.M. daily. Homeroom teachers recognize students with perfect attendance. **Staff Responsible for Monitoring:** Principal APi's APO SSA AA Teachers Grade Level Lead **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA Escalation Matrix **Strategy's Expected Result/Impact:** During weekly tactical meetings, the lead team is reviewing and/or assigning members, tasks to communicate and assist students that are being flagged for numerous absences. The tracking system allows for all lead team members to review and monitor the progress being made to assist students with numerous absences. Check-ins with our APO in a weekly meeting to norm on persistence data. AC will follow up with each family on the missions list, and mark off calendar to continue to contact families on the leaver log who specified interest in returning to IDEA in the future. **Staff Responsible for Monitoring:** Principal APi's APO SSA AA Teachers Grade Level Lead **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate Great Attendance **Strategy's Expected Result/Impact:** Campus highlights the grade-level and teacher/class with the best attendance on Fridays during our weekly hallway recognition celebration - Falcon Rally and Attendance poster. Use of incentives and campus events to highlight, celebrate, and encourage attendance are streamed and communicated through Remind and Facebook. Weekly Parent Education- Publish (weekly) through Parent Weekly, reminders, benefits, and tips for families about the importance of regularly attending school on time. Teledoc to Triage scholars throughout the day **Staff Responsible for Monitoring:** All Stakeholders **Title I:** 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Follow Escalation Matrix Chart **Strategy's Expected Result/Impact:** To have a clear line of communication, systems and procedures of with Attendance and who should follow-up with parents and support staff. **Staff Responsible for Monitoring:** All stakeholders **Title I:** 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: High Quality Boarding

High Priority

Evaluation Data Sources: Touch points and temperature checks with staff.

Grade level team building to build a sense of team and family.

Transparency of expectations in scheduling and deliverables.

Ensure that all staff are prepared for success by providing all resources and materials necessary for instruction.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest time in teachers and communicating. **Strategy's Expected Result/Impact:** Daily huddles Weekly GTL Meetings Weekly Falcon Newsletter Shoutouts Weekly PD's Use data from the 22-23 AEES Survey to close gaps. Continue to promote open door policy. **Staff Responsible for Monitoring:** Principal APi's APO SSA AA Teachers Grade Level Lead **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Daily recruitment efforts

23-EnrollmentReportCards

Performance Objective 1: Daily recruitment efforts

High Priority

Evaluation Data Sources: Determine weekly goal per grade level.

Invest in all stakeholders.

Phone banking: PIR list calls with filters to target specifically grades.

Monthly participation in one large event per month (Fall Festival, Spring Festival, Campus Tours

Scholar highlights videos focusing on extracurricular activities and clubs.

Campus event promotions showcasing family engagement nights.

Continue to invest Founding Families

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily Enrollment Audits **Strategy's Expected Result/Impact:** Grade Level of Concern-24-25 Kinder Scholars- Determine weekly goal per grade level. Invest all stakeholders Phone banking: PIR list calls with filters to target specific grades Monthly participation in one large event per month (Fall Festival, Spring Festival, Campus Tours) Scholar Highlight Videos focusing on extracurricular activities and clubs. Campus events promotions showcasing family engagement nights. Continue to invest Families **Staff Responsible for Monitoring:** Principal APi's APO SSA AA Teachers Grade Level Lead **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, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause**: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Demographics

Problem Statement 3: Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

Problem Statement 4: There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause**: Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

Problem Statement 5: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

Problem Statement 6: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 7: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

Problem Statement 8: Establish team building inside and outside of work.. **Root Cause**: More Campus Collaboration for Team building, Engagement., More focus on Joy.

Problem Statement 9: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

Student Learning

Problem Statement 1: In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause**: We did very well but I would like to focus the campus around trend that still need approvement.

Problem Statement 2: Implementation of Tutoring and Saturday, Intervention support ealry. **Root Cause**: Clear steps on unpacking data during STAAR reflection and throughout the school .

Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Tracking gaps correctly and implementing a strong first teach.

Problem Statement 4: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause**: Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOtspot, IXL, Imagine Learning.

School Processes & Programs

Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause**: Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

Problem Statement 3: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 4: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: More Data Conversations with all Stakeholders.

Perceptions

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause**: Clear communication with student code of conduct

Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause**: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 3: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause**: Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Title I Personnel

Name	Position	Program	FTE
Cynthia McCranie	Interventionist	title 1	1

IDEA Public Schools

Edinburg Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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.

IDEA Edinburg Academy empowers our students to achieve college readiness by establishing a culture of high achievement in all that they do. Students will be equipped with the knowledge and skillset to meet school-wide culture expectations through culture camp. Scholars will also become personally invested in exceeding these expectations by establishing their roots into our school community by cultivating a positive learning environment.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Edinburg Academy was established in 2013 and is located North of Edinburg at 2753 Roegiers Rd, 78541. The enrollment for the 2022-2023 school year was 769. The school serves a Hispanic majority community, with our ethnic breakdown consisting of approximately 95% Hispanic, 3% White, 1% Asian, and 1% African American. Approximately 86% of our student population was considered economically disadvantaged; therefore, our students qualified for a free and reduced lunch, making us eligible for the Title I, Part A school grant. This data has remained for the last 4-5 years, with an increase in students categorized as economically disadvantaged.

2022-2023

Overall Enrollment

The instructional program at Edinburg Academy consists of the Great Minds Curriculum, which focuses on Eureka Math and Wit & Wisdom; both curricula allow students to gravitate towards a hands, holistic approach to learning. Along with the Great Minds curriculum, Edinburg Academy offers Reading Mastery Transformations, an integrated approach to spelling, letter names, letter sounds, and handwriting. Through our RISE curriculum, we service students through our Attainment program, which emphasizes Language, Reading, and Math.

Demographics Strengths

- There are 54.8 teachers and co-teachers at Edinburg Academy, 97% of staff identify as Hispanic, and 3% identify as Asian.
- Teacher Experience: 67% of teachers have 1-5 years of education, 27% have 6-10 years of experience, 6% have 11+ years of experience.
- There is a scope & sequence of professional developments that is tailored and progressive with student rigor and focus of mastery that is integrated with research based teaching strategies.
- There is intentional alignment between College Prep and Academy that is focused on increasing parent engagement by ensuring mailers are in home language.
- TELPAS Goal met with a 57%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause:** However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Problem Statement 2: IDEA Academy Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. **Root Cause:** There was a lack of clear, outlined processes that explained pertinent roles of all stakeholders such as teachers and administrators. The current process was transactional and was not clear.

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Totals	Percentage	
Total Tests	362	362	117	841		
Approaches GL or Above	279	250	84	613	73%	
Meets GL or Above	168	131	41	340	40%	
Masters GL	84	55	18	157	19%	

Student Learning Strengths

We have identified an area of need in literacy, reading overall, writing, and the lack of special education as a sub pop meeting grade-level expectations. Each teacher tracks their student's performance throughout the year using data teams aligned to the state and national standards and data discussions occur monthly to communicate progress and action plans with the administration. All teachers have individual data binders that they track student progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause:** Lack of purposeful vertical alignment meetings.

Problem Statement 2: Decrease in meets and masters from STAAR to Mock. **Root Cause:** The lack of focus on meets and masters as previous year instruction.

School Processes & Programs

School Processes & Programs Summary

IDEA Academy Edinburg offers rigorous core instruction in Grades PK-5 that is challenged through engaging and thorough education provided through a vertically aligned program focused on the Texas Essential Knowledge and Skills for all subject areas. The school uses data analysis, including norm-referenced and criterion-referenced assessments, to diagnose student knowledge, skills, and mastery. IDEA Academy Edinburg continuously monitors progress in acquiring grade-level content and skills throughout the year. This is essential to providing individualized learning for all students. Individualized learning ensures students are mastering content and skills within their zone of proximal development. For students in PreK-2, literacy instruction is delivered using a systematic phonics program that includes homogenous grouping based on student placement test results. In kindergarten through 5th grade, students engage in individualized instruction and practice through adaptive software in mathematics and literacy. All students at IDEA Public Schools are issued a personal technology device to access education from anywhere and anytime.

School Processes & Programs Strengths

Curriculum & Instruction:

- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive mathematics and literacy software and 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 and the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff to develop teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming adequately prepares students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 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 2022-2023, with 57% of ELs meeting that target.
- IDEA provides targeted research-based instruction to students with a 2.0-year gap in Reading and/or Math to close that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 22-23 school year, 63% met Math goals through the RenSTAR platform.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school behavior process is not effectively addressing students' behavioral needs, leading to frequent disruptions, disciplinary issues, and hindering the overall learning environment. **Root Cause:** Ineffective behavior process due to the lack of consistent and comprehensive strategies and communication. Teachers and school staff did not receive sufficient training or support in behavior management techniques. They lack the necessary skills and knowledge to identify and address disruptive behavior's underlying causes effectively.

Perceptions

Perceptions Summary

Edinburg Academy teachers and staff believe that student success stems from collaboration. When everyone operates as a Professional Learning Community, best practices are aligned and everyone is accountable for results. Students and staff learn together and connect through restorative practices, intentional social-emotional learning, and experiences that support a collaborative culture. Edinburg Academy staff believe that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. Once a month, Edinburg Academy holds student celebration through pep rallies, classroom celebrations, and come together as a team.

Perceptions Strengths

- Parent Survey's are collected twice a year: Middle of Year, End of Year. This survey is known as the "Panorama Survey" where they can provide direct feedback to the school.
- Teachers reach out to parents within 24 hours of initial contact.
- There are monthly student celebration and engagement events
- Monthly parent engagement activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause:** Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Problem Statement 2: Parent involvement and relationships, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There are limited opportunities with the school in activities that are partnered with parents/community members. They may do not feel confident in participating because of working multiple jobs to support family, language barriers, knowledge of curriculum, and time.

Priority Problem Statements

Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

Root Cause 1: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there.

Root Cause 2: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation.

Root Cause 3: Lack of purposeful vertical alignment meetings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The school behavior process is not effectively addressing students' behavioral needs, leading to frequent disruptions, disciplinary issues, and hindering the overall learning environment.

Root Cause 4: Ineffective behavior process due to the lack of consistent and comprehensive strategies and communication. Teachers and school staff did not receive sufficient training or support in behavior management techniques. They lack the necessary skills and knowledge to identify and address disruptive behavior's underlying causes effectively.

Problem Statement 4 Areas: School Processes & Programs

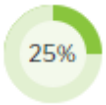
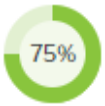
Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: IDEA Academy Scholars Develop a College Identity

High Priority

Evaluation Data Sources: Culture rubric/rounds, lead team instructional rounds, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement college bound culture to promote a college identity within scholars **Strategy's Expected Result/Impact:** 100% of students will know a university name and where they would like to attend **Staff Responsible for Monitoring:** Teachers/Co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

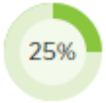
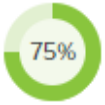
Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSIA Prep, TSIA benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement supplemental software for students **Strategy's Expected Result/Impact:** Increase foundational literacy and mathematics in students **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

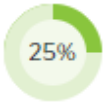
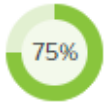
Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: College Prep Average ACT score of 21 or better by high school graduation (HB3)

HB3 Goal

Evaluation Data Sources: ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use of ACT academic vocabulary in classrooms **Strategy's Expected Result/Impact:** Increase academic vocabulary amongst students in preparation for ACT. **Staff Responsible for Monitoring:** Instructional Team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 1: All IDEA students matriculate to college

Performance Objective 4: 100% of Academy scholars are academically on grade level in all subject areas especially math/reading and are on track to be promoted to the next grade level.

High Priority

Evaluation Data Sources: Report Cards, Progress Reports, Academic Trackers, OTG Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Individualized student tracking and implementation of intervention plans for all students who are not on grade level. **Strategy's Expected Result/Impact:** All students on track to be promoted to next grade level and immediate action to intervene when a student is in jeopardy of failing. **Staff Responsible for Monitoring:** Teachers, Interventionists, Administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IDEA Edinburg Academy grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: Semester Exam data
STAAR MOCK data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial minutes will be provided to students during the week and on Saturdays. **Strategy's Expected Result/Impact:** Students will increase their content mastery and practice **Staff Responsible for Monitoring:** Teachers, administrative team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IDEA Edinburg Academy grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33% to 35% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam data
STAAR MOCK data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial minutes will be provided to students during the week and on Saturdays. **Strategy's Expected Result/Impact:** Students will increase their content mastery and practice. **Staff Responsible for Monitoring:** Teachers, administrative team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

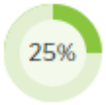
Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IDEA Edinburg Academy 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock assessment, TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SIOP training for staff **Strategy's Expected Result/Impact:** Implementation of best practices within their lesson plans targeting the emergent bilingual population **Staff Responsible for Monitoring:** principal, teachers, instructional leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

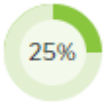
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IDEA Edinburg Academy 100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 locus dashboard, campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a robust data tracking system to regularly assess student progress toward meeting the educational standards outlined by HB4545 and use formative and summative assessments to measure growth and adjust interventions as needed. **Strategy's Expected Result/Impact:** Students receive tailored instruction to their academic needs to accelerate their learning **Staff Responsible for Monitoring:** principal, instructional team, content teachers, intervention teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IDEA Edinburg Academy % of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: campus tracker, IEP tracker, STAAR scores, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementing instructional strategies and supports **Strategy's Expected Result/Impact:** Students will master content material through differentiation of strategies and supports **Staff Responsible for Monitoring:** teachers, instructional leaders, special education teacher, principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Edinburg Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: Locus dashboard, weekly assessments, district assessments, campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Focus on individual student academic needs through data analyzing **Staff Responsible for Monitoring:** principal, instructional leaders, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: IDEA Edinburg Academy will host literacy nights and math nights for parents. **Strategy's Expected Result/Impact:** Increase reading scores, increase literacy among students, increase parent participation **Staff Responsible for Monitoring:** Counselor, teachers, lead team **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - Title I, Part A (4120) - $1,778.35	N/A	30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 3: Increase student persistence

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

HB3 Goal

Evaluation Data Sources: Campus Safety Family Survey via Panorama

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that administered infractions are handled and communicated to parents within 48 hours of incident including restorative justice techniques for students **Strategy's Expected Result/Impact:** Increase student belonging by 1pt on the student-teacher panorama survey provided during the spring semester of the 2023-2024 school year. **Staff Responsible for Monitoring:** Instructional Leadership, counselor, Assistant Principal of Operations **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

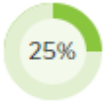
Goal 3: Increase student persistence

Performance Objective 2: IDEA Edinburg Academy will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall, Progress Towards Goals Meetings and Report Card Pick Up. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Parent Sign In Sheets, Social Media Flyers, Parent Communication via Remind

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase parent participation by 20% by end of 2023-2024 school year. **Staff Responsible for Monitoring:** School Counselor, Teachers, Instructional Leaders **Title I:** 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Notepads, highlighters, pens, pencils, manuals - Title I, Part A (4120) - $1,778.34				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 3: Increase student persistence

Performance Objective 3: IDEA Edinburg Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

HB3 Goal

Evaluation Data Sources: District provided research-based lessons via move this world, Counselor will track progress of presentations by using Move this World curriculum activity log via the dashboard online.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include an emphasis on bullying prevention by focusing on school climate and building healthy relationships between students and staff. **Strategy's Expected Result/Impact:** Decrease campus infraction forms as a result of bullying by 20% by the end of the 2023-2024 school year **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Edinburg will achieve a 96% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily Power School reporting based on Official Attendance Taking Period (OATP) will be used to measure ADA and obtain weekly reports on truant students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Edinburg will implement a minute-by-minute strategy where ADA will be checked every morning and parent contact will be made in a daily basis by teachers and leadership team. **Strategy's Expected Result/Impact:** Daily communication with parents will be accomplished, and a partnership will be formed with parents of truant students to prevent loss of credit. **Staff Responsible for Monitoring:** Lead Team members will be monitoring daily teacher phone calls and will report results during a daily ADA huddle. **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: An Escalation Process will be used to address truant students which involves several stakeholders and be able to prevent students from accumulating excessive unexcused absences that lead to loss of credit or retention after 18 unexcused absences are captured during the OATP process. **Strategy's Expected Result/Impact:** We expect to achieve 96% ADA rate by end of the year, and 0 students reaching past 18 non excused absences. **Staff Responsible for Monitoring:** APO will be monitoring the escalation matrix and reporting progress during the weekly tactical meeting. **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: Fitness ambassadors, fitness gram tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly incentive celebrations for scholars that have met the IHT goals **Strategy's Expected Result/Impact:** Incentive plans and monthly benchmarks **Staff Responsible for Monitoring:** Coaches, Instructional Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 5: Increase staff retention

Performance Objective 1: IDEA Edinburg Academy 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.

High Priority

Evaluation Data Sources: Cornerstone goal setting, Round 2: 2x2, annual performance review, and pulse check survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase in teacher retention by 10% **Staff Responsible for Monitoring:** Instructional leaders and executive principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Edinburg Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Staff retention tracker, Academy chessboard tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria. **Strategy's Expected Result/Impact:** Students receive high-quality instruction. **Staff Responsible for Monitoring:** Executive Principal and IDEA Edinburg talent partner **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	25%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	2			$1,778.35
3	2	1	Notepads, highlighters, pens, pencils, manuals		$1,778.34
				Sub-Total	$3,556.69
				Budgeted Fund Source Amount	$3,556.69
				+/- Difference	$0.00
				Grand Total Budgeted	$3,556.69
				Grand Total Spent	$3,556.69
				+/- Difference	$0.00

IDEA Public Schools

Edinburg College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship. In our school we prioritize the development of our students through rigorous instruction, opportunities to grow as contributing individuals, and the knowledge of being successful in college. IDEA Edinburg staff is committed to modeling behaviors and attitudes that are focused on a growth mindset, kindness, and a willingness to accept others through similarities and differences. We want for our Eagles to grow up in their communities knowing that they are future college graduates and for them to work towards building habits that will make this vision a reality. Our students are productive members of our society today and after graduation because they are committed to a better community.

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

Demographics

Demographics Summary

IDEA Edinburg College Preparatory builds a partnership with the community through various family engagement events. Our teachers and staff ensure that we also include the community when celebrating our scholars. In addition, all scholars from Grades 6-12 are enrolled in advanced courses and are guided by instructional leaders and college counselors to excel in their enrolled courses.

Teachers have persisted year after year, contributing to strong instructional delivery in the classrooms. However, teacher experiences have been discouraging this past school year due to student misbehavior. Furthermore, due to the misbehavior, many parents have shown concern and had chosen to withdraw their child from our campus.

Demographics Strengths

IDEA Edinburg College Preparatory met the district ACT goal of 21 or higher, as well as the CCMR goal at 100%. More than 30% of our graduating class are AP scholars and 100% of our High School seniors graduated & matriculated into college. Furthermore, our campus was successful in offering Dual Enrollment through UTRGV and a partnership with UT Austin through their OnRamps program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline methods differed from one grade level to the other and lacked consistency. This impacted different demographic groups on our campus, especially in Middle School. **Root Cause:** Our staff expressed frustration during the Employee Pulse Survey, and a factor we attribute this sentiment is low morale due to multiple discipline issues that were not properly addressed early in the school year. Our campus lacks a standardized discipline plan that all grade levels can follow.

Problem Statement 2 (Prioritized): IDEA Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. ADA influences many other school priorities such as persistence and academic levels. **Root Cause:** Despite implementing various strategies (daily phone calls, campus incentive raffles, etc.) during the school year, gains have not been able to effectively curve the overall ADA result for the campus to meet the goal. We need to strategize around other ways to better invest our scholars and families in order to improve our ADA and Persistence.

Student Learning

Student Learning Summary

Kendra: EOC Support

Strengths: Autonomy with what their teaching and how to run the class - Need Assistance? Admin - Chemistry group chat. Leveraging grade team to assist with EOC support

Areas of Opportunity: Modified schedule during testing days, period rotations or content block until modified schedule begins --- Don't incorporate new things at the end of the year - Example: Data Calls, CNA, EOY Duties

---Holding room for testing students - teacher lose conferences

Question: Are all other grade levels doing okay with doing modified schedule after testing time? Helps with conference periods. Without modified schedules, students return to 6th and 7th and do not want to do anything.

Nicole: STAAR Alt. 2 Support

Strengths: Santa followed up with teacher availability - no missing exams

Areas of Opportunity: Campus awareness about STAAR Alt 2 testing dates --- testing environment not compromised --- Designated Testing Room --- STAAR Alt. 2 testing the month of April

Question: Designated Testing Room? Without distractions.

Mark: Persistence Support

Strengths: Attract students - competitive athletic programs, clubs, drumline, folkloric, gardening club -- celebrating student successes, parades, homecoming, FAM meetings

Areas of Opportunity: Emphasize more acknowledgement of athletic achievements -- drives school spirit ---- more individual grade level celebrations -- tailor activities for their age group --- community stakeholders be more involved in school events to draw more people into our school

---Involving more teachers during campus expectations to increase our campus spirit - dress up days (not just accessories) --- videos for pep rallys --- timely ordering of accessories/ dress up ---- increasing certificates for the students for any growth --- Quarterly A/AB Honor Roll - Breakfast --- Merit Store --- Consistent with mechanisms in place --- FAM - Bigger Events --- MS/HS

Question: How to improve school spirit and campus climate? How do we keep our teachers here so we can keep your students here?

Suzy: EB Support

Strengths: Use a lot of visuals - anchor charts. A lot of bilingual teachers in the classroom - we are able to best support.

Areas of Opportunity: Bilingual dictionaries - incorporated in lessons - word walls with PHOTOS, vs just definition

Question: By when in the year do we have a finalized EB Roster?

Bryana: STAAR Support

Strengths: Testing Bin pick-up, smooth --- classroom preparation and ready to go

Areas of Opportunity: Extra time students - near the students that already finished - loud ---- bin turn in during lunch time and didn't have lunch

----Testing Plan --- Timely Communication regarding test support staff

----Room Changes: Timely Communication

----Template for new teachers ---- Training for New Teachers ---- Timely Communication regarding Huddles

Question:

Justin/Toribio: OTG Support

Strengths: Celebrate successes - incentive system -- individual trackers - individual conversations when not showing growth -- Motivating students to utilize PowerSchool to build their capacity --- During OTG, leveraging team to best support with any missing assignments.

Areas of Opportunity: Increase parent contact to best support, give consequences (holding students accountable) -- Structure OTG accordingly - enrichment activity for those on track to best utilize the time --- students with 18+ Absences - losing credit

Question: Will there be a re-structure on OTG?

Lopa: AP Support

Strengths: A lot of good feedback from administration and district --- test are administered in an organized manner -- hands on activities and labs

Areas of Opportunity: Modified Schedules --- too many --- district recommended resources not available - may not know the protocol.

----Proctoring equality (Fairness across the board)

----Not seeing students in over a month (Mid-April to Mid-May) -- pulling students out (specifically 12th grade)

Question: Will 10th and 11th graders still be given the opportunity to take an AP class in order to advance? Is there still room in their schedule?

Hilda: SpEd Support

Strengths: Building relationships with Special Education Students - they will work for you - visuals, color coding, Algebra tiles for introductory skills, real-world connections

Areas of Opportunity: 3-4 years ago, during BOY, previous year teachers to communicate best practices vs starting from scratch - starting with seating charts that the previous teacher had ----- Small Group: Sent for testing but coming back with 100s - often. True Reflection is absent.

Question: Special Education pulls out - mid year - they are **not consistent**. push in or pull out.

Clarissa/Alvin: CTE Support

Strengths: Teachers are excited for the courses and they are funds

Areas of Opportunity: No pathway. Timely communication for paperwork submission

Question: What is the end product once they complete the 5 coursework? 3 schools doing the sampler pack. (Jen question)

----Two pathways - Computer Science and Biomedical/Engineering - students get the certificate and can use the certificate for future jobs and use for internship. Partnering with STC to get licenses for students to gain experiences.

Alejandro: ACT Support

Strengths: Month-long ACT boot camp in Spring/Fall --- preparing for exam months ahead of time

Areas of Opportunity: Teacher flexible during Modified schedules for ACT and incorporating ACT Do Nows (not all teachers)

---ACT Knowledge for RTTC - across the campus

Question: How can we incorporate ACT content in all classes? More Resources

Student Learning Strengths

EOC: Autonomy with what their teaching and how to run the class - Need Assistance? Admin - Chemistry group chat. Leveraging grade team to assist with EOC support

STAAR Alt. 2: Santa (TC) followed up with teacher availability - no missing exams

Persistence: Attract students - competitive athletic programs, clubs, drumline, folkloric, gardening club -- celebrating student successes, parades, homecoming, FAM meetings

EB: Use a lot of visuals - anchor charts. A lot of bilingual teachers in the classroom - we are able to best support.

STAAR: Testing Bin pick-up, smooth --- classroom preparation and ready to go

OTG: Celebrate successes - incentive system -- individual trackers - individual conversations when not showing growth -- Motivating students to utilize PowerSchool to build their capacity --- During OTG, leveraging team to best support with any missing assignments.

AP Support: A lot of good feedback from administration and district --- test are administered in an organized manner -- hands on activities and labs

SpEd: Building relationships with Special Education Students - they will work for you - visuals, color coding, Algebra tiles for introductory skills, real-world connections

CTE: Teachers are excited for the courses and they are funds

ACT: Month-long ACT boot camp in Spring/Fall --- preparing for exam months ahead of time

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Timely Communication **Root Cause:** Lack of timely planning and communication campus mechanism

Problem Statement 2 (Prioritized): Protected time not embedded within Monthly Professional Development Agenda to bridge the gap between General Education Teacher and Special Education Teacher **Root Cause:** Lack of Communication mechanism between General Education Teacher and Special Education Teacher

Problem Statement 3 (Prioritized): Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause:** Lack of lesson plan feedback mechanism with rigor focus

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction: STAAR, STAAR EOCs, Pre-AP, AP, Dual Enrollment (UTRGV and On Ramps) ACT and TSI

Professional Development: District Led (trainings, road map, course collaboration), Curriculum Led (AP, On Ramps NMSI, Mastery Prep. (ACT)

Leadership & Decision Progressing- Campus Lead Team (Principal, Assistance Principals (APIs/ APO), DCC, CCs, Social Counselor

Communication: Remind, Facebook, Phone Calls, Emails

Support Services: Special Pops, Rise, EB, 504

Extracurricular Activities: Academic Programs: UIL, Student Council, National Honor Society Extracurriculars: Sports (Volleyball, Basketball, Baseball, Cross Country, Track, Powerlifting and Soccer

Technology Integration: Career Education Technology (CTE courses -5)

School Processes & Programs Strengths

- Academic offerings: AP Exams, Onramps, and Dual Enrollment are successful programs at ICPE
- Our schools programs, UIL, Clubs, Etc. bring light, and life to the school. Bring brightness to our campus after the COVID-19 pandemic. It brings comradery and school spirit to give our campus that well rounded balance of academic and rigor with extracurriculars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students wander around campus property, and leave campus grounds. **Root Cause:** Lack of clear duty responsibilities for duty holders, and insufficient quantities of duty holders in the during arrival and dismissal.

Problem Statement 2 (Prioritized): Duty roles and responsibilities are unclear. **Root Cause:** Lack of responsibility and expectations for stakeholders.

Problem Statement 3 (Prioritized): Unequal opportunities to serve ALL students through our extracurricular programs. **Root Cause:** Lack of clear communication around the programs/sports we offer and how to join.

Problem Statement 4 (Prioritized): There is a gap between the extracurricular programs we offer and student persistence. **Root Cause:** Lack of students and parent awareness on what we offer and seek other opportunities at different schools.

Perceptions

Perceptions Summary

Perceptions:

At IDEA Edinburg College Prep allows employees to collaborate on quality work, build on camaraderie, and invest all stakeholders. IDEA Edinburg strives to build a safe environment for students and staff. They strive for academic excellence overall and individually also maintaining accountability individually and as a whole. We provide various activities and events for community to be apart of with the student body.

Perceptions Strengths

The AEES (Annual Employee Experience Survey) revealed that (83.9%) of staff agreed or strongly agreed that their work is meaningful, Camaraderie, (83%) responded they built strong relationships and friendships with colleagues, (77%) stated that collaboration between team members was evident to get things done, (71%) noted that they had opportunities to do what they do best. Staff members also noted that people are happy to come to work and the leadership team provides supplies and support.

According to the recent data, 6th grade (96.10%) and 9th grade (96.0%) had the highest ADA in the campus. The data also reveals that persistence is higher in High School 11th grade (100%) and 12th Grade (100%). Furthermore, teacher retention showed improvement from 2022 (88.5%) to 2023 (94.3%).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Consistently Sweating the Small Stuff (uniform, transitions, homework...) **Root Cause:** Miscommunication between administration and teachers which leads to unbalanced culture.

Problem Statement 2 (Prioritized): The lack of mental and emotional work life balance created unnecessary mental stress for staff. **Root Cause:** Lack of administration support which leads to teachers carrying more workload. For example, student behavior, consequences, and last minute directives.

Problem Statement 3: Students and staff don't feel physically safe on campus. **Root Cause:** Campus layout, lack of surveillance, no security presence, logistical infrastructure improvement

Priority Problem Statements

Problem Statement 1: The lack of mental and emotional work life balance created unnecessary mental stress for staff.

Root Cause 1: Lack of administration support which leads to teachers carrying more workload. For example, student behavior, consequences, and last minute directives.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Consistently Sweating the Small Stuff (uniform, transitions, homework...)

Root Cause 2: Miscommunication between administration and teachers which leads to unbalanced culture.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is a gap between the extracurricular programs we offer and student persistence.

Root Cause 3: Lack of students and parent awareness on what we offer and seek other opportunities at different schools.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Unequal opportunities to serve ALL students through our extracurricular programs.

Root Cause 4: Lack of clear communication around the programs/sports we offer and how to join.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: IDEA Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. ADA influences many other school priorities such as persistence and academic levels.

Root Cause 5: Despite implementing various strategies (daily phone calls, campus incentive raffles, etc.) during the school year, gains have not been able to effectively curve the overall ADA result for the campus to meet the goal. We need to strategize around other ways to better invest our scholars and families in order to improve our ADA and Persistence.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Protected time not embedded within Monthly Professional Development Agenda to bridge the gap between General Education Teacher and Special Education Teacher

Root Cause 6: Lack of Communication mechanism between General Education Teacher and Special Education Teacher

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively)

Root Cause 7: Lack of lesson plan feedback mechanism with rigor focus

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Discipline methods differed from one grade level to the other and lacked consistency. This impacted different demographic groups on our campus, especially in Middle School.

Root Cause 8: Our staff expressed frustration during the Employee Pulse Survey, and a factor we attribute this sentiment is low morale due to multiple discipline issues that were not properly addressed early in the school year. Our campus lacks a standardized discipline plan that all grade levels can follow.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Students wander around campus property, and leave campus grounds.

Root Cause 9: Lack of clear duty responsibilities for duty holders, and insufficient quantities of duty holders in the during arrival and dismissal.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Timely Communication

Root Cause 10: Lack of timely planning and communication campus mechanism

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Duty roles and responsibilities are unclear.

Root Cause 11: Lack of responsibility and expectations for stakeholders.

Problem Statement 11 Areas: School Processes & Programs

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)

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation tracker, Naviance tracker, Director of College Counseling Check-in Tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold 100% of match and fit conversations with seniors **Strategy's Expected Result/Impact:** 100% of students are matched to a college/university of their choosing **Staff Responsible for Monitoring:** College Counselors, Director of College Counseling, Principal **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 3, 4	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Unequal opportunities to serve ALL students through our extracurricular programs. **Root Cause**: Lack of clear communication around the programs/sports we offer and how to join.
Problem Statement 4: There is a gap between the extracurricular programs we offer and student persistence. **Root Cause**: Lack of students and parent awareness on what we offer and seek other opportunities at different schools.

Goal 1: All IDEA students matriculate to college

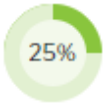
Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: TSI exam, TSI prep practice.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI prep based on student need **Strategy's Expected Result/Impact:** TSI Exemptions **Staff Responsible for Monitoring:** RTTC Teachers, Counselors **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** School Processes & Programs 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

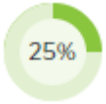
School Processes & Programs
Problem Statement 4: There is a gap between the extracurricular programs we offer and student persistence. **Root Cause**: Lack of students and parent awareness on what we offer and seek other opportunities at different schools.

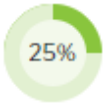
Goal 2: IDEA achieves an A Rating

Performance Objective 1: 6th-8th grade students perform at or above grade level in Math as measured by the Meets Grade Level standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: Renstaar assessments, Daily lesson progress, Formative assessments (Math semester exam, mock exam, and STAAR exam).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Biweekly data conversations, instructional leader-to-teacher, and instructional leader to discuss lesson progress, Renstaar progress, and next steps for student/teacher. **Strategy's Expected Result/Impact:** Progress towards goals are continuously identified to adjust math instruction accordingly **Staff Responsible for Monitoring:** Teachers, Instructional leaders, Math coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Individual and class student progress trackers. **Strategy's Expected Result/Impact:** Individual student trackers are used to allow students to know where they stand, how close they are from their goal, and are celebrated by their teacher. Class trackers allow teacher to celebrate and make informed decissions. **Staff Responsible for Monitoring:** Teacher, student, instructional leader. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 6th-8th grade students perform at or above grade level in RLA as measured by the Meets Grade Level standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Unit assessments, large scale assessments (mock/semester exams), STAAR/EOC test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily data tracking and informed data decisions. Teachers and leaders will leverage daily exit ticket data system to close gaps with a quick turn around. **Strategy's Expected Result/Impact:** Data is tracked and used to make informed data decisions every day. **Staff Responsible for Monitoring:** teacher, instructional leaders. RLA coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Student trackers for student/teacher/leader identify growth goal to be met. **Strategy's Expected Result/Impact:** All stakeholders have access to individual student growth goals. **Staff Responsible for Monitoring:** Student, teacher, instructional leaders. **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

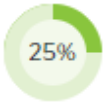
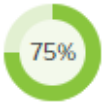
Student Learning
Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 34% of students taking TELPAS assessments will increase a proficiency level.

High Priority

Evaluation Data Sources: TELPAS Summit K12 Benchmark and TELPAS assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Redesign testing environment and offer TELPAS testing practices so that students are placed in the best learning environment. **Strategy's Expected Result/Impact:** Increased TELPAS assessment performance **Staff Responsible for Monitoring:** Interventionist, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

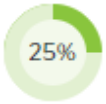
Student Learning
Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

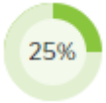
Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB4545 students will be identified and will attend intervention periods and after school tutorials. **Strategy's Expected Result/Impact:** HB4545 students will receive the sufficient amount of intervention needed to be successful. **Staff Responsible for Monitoring:** Instructional Leaders, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: HB4545 students instructional intervention time will be tracked **Strategy's Expected Result/Impact:** HB4545 tracker **Staff Responsible for Monitoring:** Instructional Leaders **Title I:** 2.6 **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Exit Ticket Trackers, Data Boards, IEPs, Class Trackers, Individual Student Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: General Education and Special Education Teachers collaborate on implementation and execution of appropriate accommodations for Sp. Ed. scholars **Strategy's Expected Result/Impact:** Consistent and Frequent Collaboration from General Ed. and Sp. Ed. teachers, effective implementation of appropriate accommodations/modifications for Sp. Ed. scholars **Staff Responsible for Monitoring:** General Ed. Teachers, Special Ed. Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional Tracking of Sp. Ed. Students **Strategy's Expected Result/Impact:** Exit Ticket Data Boards, Student Trackers, Classroom Trackers **Staff Responsible for Monitoring:** General Ed. Teachers, Special Ed. Teachers, Instructional Leaders **Title I:** 2.4 **Problem Statements:** Student Learning 2	25%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Protected time not embedded within Monthly Professional Development Agenda to bridge the gap between General Education Teacher and Special Education Teacher **Root Cause**: Lack of Communication mechanism between General Education Teacher and Special Education Teacher

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Edinburg College Board achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Campus Data Board, Hallway Tracker, Exit Ticket Trackers, Student Individual Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Instructional Leaders & Teachers will be able to gauge student mastery and determine projected outcomes. **Staff Responsible for Monitoring:** Instructional Leaders, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	25%	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

Goal 3: Increase student persistence

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus Safety Trackers, Semester Audits, and District Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of staff and students will be trained on campus safety protocols to ensure that campus safety is upheld consistently. **Strategy's Expected Result/Impact:** Campus will pass 100% of safety audits with a score of proficient or higher. **Staff Responsible for Monitoring:** Campus Leaders, Staff, and Students **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1, 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Leaders will conduct internal audits to ensure that staff are following safety protocols on campus. **Strategy's Expected Result/Impact:** Staff will pass 100% of safety audits led by campus leaders **Staff Responsible for Monitoring:** Campus Leaders and Staff **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1, 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students wander around campus property, and leave campus grounds. **Root Cause**: Lack of clear duty responsibilities for duty holders, and insufficient quantities of duty holders in the during arrival and dismissal.

School Processes & Programs
Problem Statement 2: Duty roles and responsibilities are unclear. **Root Cause**: Lack of responsibility and expectations for stakeholders.

Goal 3: Increase student persistence

Performance Objective 2: Campus 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))

High Priority

Evaluation Data Sources: Participant Sign-In forms, STREAM attendance, and Persistence Event Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will execute timely communication to families regarding school events and will provide materials to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 100% of families will receive communication and will participate on family engagement and school events. **Staff Responsible for Monitoring:** Campus Leaders and Staff **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3, 4 **Funding Sources:** Notepads, highlighters, binders, pens, pencils - Title I, Part A (4120) - $3,086.75	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Leaders will create a plan and calendar of events for the entire school year, using feedback from staff, parents and students. **Strategy's Expected Result/Impact:** By gathering feedback from all stakeholders, the campus leaders will be able to create a year-long plan of events for family engagement. **Staff Responsible for Monitoring:** Campus Leaders and Staff **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3, 4	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Unequal opportunities to serve ALL students through our extracurricular programs. **Root Cause**: Lack of clear communication around the programs/sports we offer and how to join.
Problem Statement 4: There is a gap between the extracurricular programs we offer and student persistence. **Root Cause**: Lack of students and parent awareness on what we offer and seek other opportunities at different schools.

Goal 3: Increase student persistence

Performance Objective 3: Campus will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Completion Trackers, District Dashboard Tracker, Completion Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will plan and execute Safer, Smarter Schools Curriculum lessons. **Strategy's Expected Result/Impact:** By tracking the lesson completion progress, teachers will meet district deadlines and 100% of students will receive and participate in the Safer, Smarter Schools Curriculum lessons. **Staff Responsible for Monitoring:** Campus Leaders, Teachers, Students **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Leaders and Teachers will track the lesson completion of the Safer, Smarter Schools curriculum. **Strategy's Expected Result/Impact:** By tracking the lesson completion, the campus will meet district deadlines and 100% of students will receive the Safer, Smarter Schools Curriculum lessons. **Staff Responsible for Monitoring:** Campus Leaders and Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Discipline methods differed from one grade level to the other and lacked consistency. This impacted different demographic groups on our campus, especially in Middle School. **Root Cause**: Our staff expressed frustration during the Employee Pulse Survey, and a factor we attribute this sentiment is low morale due to multiple discipline issues that were not properly addressed early in the school year. Our campus lacks a standardized discipline plan that all grade levels can follow.
Problem Statement 2: IDEA Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. ADA influences many other school priorities such as persistence and academic levels. **Root Cause**: Despite implementing various strategies (daily phone calls, campus incentive raffles, etc.) during the school year, gains have not been able to effectively curve the overall ADA result for the campus to meet the goal. We need to strategize around other ways to better invest our scholars and families in order to improve our ADA and Persistence.
Student Learning
Problem Statement 1: Timely Communication **Root Cause**: Lack of timely planning and communication campus mechanism
School Processes & Programs
Problem Statement 1: Students wander around campus property, and leave campus grounds. **Root Cause**: Lack of clear duty responsibilities for duty holders, and insufficient quantities of duty holders in the during arrival and dismissal.
Perceptions
Problem Statement 1: Consistently Sweating the Small Stuff (uniform, transitions, homework...) **Root Cause**: Miscommunication between administration and teachers which leads to unbalanced culture.

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Edinburg will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Escalation Matrix, ADA campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Update ADA escalation matrix and share with grade level teams **Strategy's Expected Result/Impact:** Increase ADA and decrease absenteeism **Staff Responsible for Monitoring:** APO, Grade Team Leaders, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** 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 **Problem Statements:** Demographics 2	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement ADA Incentive Plan **Strategy's Expected Result/Impact:** Increase ADA and promote a positive learning environment **Staff Responsible for Monitoring:** APO, Teachers, Grade Team Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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 **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: IDEA Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. ADA influences many other school priorities such as persistence and academic levels. **Root Cause**: Despite implementing various strategies (daily phone calls, campus incentive raffles, etc.) during the school year, gains have not been able to effectively curve the overall ADA result for the campus to meet the goal. We need to strategize around other ways to better invest our scholars and families in order to improve our ADA and Persistence.

Student Learning

Problem Statement 1: Timely Communication **Root Cause**: Lack of timely planning and communication campus mechanism

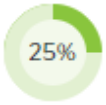
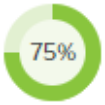
Perceptions

Problem Statement 1: Consistently Sweating the Small Stuff (uniform, transitions, homework...) **Root Cause**: Miscommunication between administration and teachers which leads to unbalanced culture.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: MVPA tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars taking PE will receive a watch to track minutes. **Strategy's Expected Result/Impact:** Meeting MVPA minutes **Staff Responsible for Monitoring:** PE coaches, API **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Unequal opportunities to serve ALL students through our extracurricular programs. **Root Cause**: Lack of clear communication around the programs/sports we offer and how to join.
Perceptions
Problem Statement 1: Consistently Sweating the Small Stuff (uniform, transitions, homework...) **Root Cause**: Miscommunication between administration and teachers which leads to unbalanced culture.

Goal 5: Increase Teacher Retention from 90.4% to 95%

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Data extracted from Cornerstone, including progress toward goal updates, leveraging assessment data and Teacher Career Pathway

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Instructional Managers provide continuous feedback and coaching for each staff member through SDC cycle. **Strategy's Expected Result/Impact:** A clear understanding of their role with IDEA, expectations for performance, and measures of success **Staff Responsible for Monitoring:** Instructional Managers, Teachers & Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional Managers provide professional development for each staff member through the SDC cycle. **Strategy's Expected Result/Impact:** Teacher Development on the Guideposts for Excellent Teaching Rubric and pedological development. **Staff Responsible for Monitoring:** Instructional Managers, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Timely Communication **Root Cause**: Lack of timely planning and communication campus mechanism

Problem Statement 2: Protected time not embedded within Monthly Professional Development Agenda to bridge the gap between General Education Teacher and Special Education Teacher **Root Cause**: Lack of Communication mechanism between General Education Teacher and Special Education Teacher

Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

School Processes & Programs

Problem Statement 1: Students wander around campus property, and leave campus grounds. **Root Cause**: Lack of clear duty responsibilities for duty holders, and insufficient quantities of duty holders in the during arrival and dismissal.

Problem Statement 2: Duty roles and responsibilities are unclear. **Root Cause**: Lack of responsibility and expectations for stakeholders.

Goal 5: Increase Teacher Retention from 90.4% to 95%

Performance Objective 2: IDEA Edinburg is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Provide learning experiences for all staff members that enhance their knowledge and skills, build deeper connections across the network, and provide a space for learning from each other's perspectives and experiences. **Staff Responsible for Monitoring:** Instructional Leaders, HQ Talent Partners **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2, 3	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build genuine, positive relationships with 100% of staff. **Strategy's Expected Result/Impact:** Fosters Collaboration, improves individuality productivity, boosts morale **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 2	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Timely Communication **Root Cause**: Lack of timely planning and communication campus mechanism

Problem Statement 2: Protected time not embedded within Monthly Professional Development Agenda to bridge the gap between General Education Teacher and Special Education Teacher **Root Cause**: Lack of Communication mechanism between General Education Teacher and Special Education Teacher

Problem Statement 3: Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments (CFS posted and delivered effectively) **Root Cause**: Lack of lesson plan feedback mechanism with rigor focus

School Processes & Programs

Problem Statement 2: Duty roles and responsibilities are unclear. **Root Cause**: Lack of responsibility and expectations for stakeholders.

Student Learning

Committee Role	Name	Position
Classroom Teacher	Kendra Quintanilla	Pre-AP Chemistry
Classroom Teacher	Nicole Guerrero	RISE Teacher
Classroom Teacher	Alejandro Rodriguez	RTTC I
Classroom Teacher	Toribio Trujillo	AP Spanish Literature/Spanish I/III
Classroom Teacher	Mark Anzaldua	AP Government/AP Economics
Classroom Teacher	Azucena Trevino	CSI Teacher
Classroom Teacher	Bryana Rios	7th Math
Classroom Teacher	Justin Turrubiatez	Geometry/Algebra I
Classroom Teacher	Lopamudra Chakraborty	AP Biology/AP Environmental Science
Classroom Teacher	Hilda Altamirano	Algebra I
Classroom Teacher	Clarissa Rivera	Interventionist
Classroom Teacher	Alvin Garza	AP Computer Science
Administrator	Kimberly Maqueda	Assistant Principal

School Process & Programs

Committee Role	Name	Position
Classroom Teacher	Maria Gomez	6th Grade Math Teacher
Classroom Teacher	Naomi Orozco	7th Grade Humanities
Classroom Teacher	Judith Rosales	8th Grade ELA
Classroom Teacher	Linda Trevino	HS Rise Teacher
Classroom Teacher	Amanda Calderon	9th Grade AP Humanities
Administrator	Cynthia Vasquez	Adminstrator
Classroom Teacher	Crystal Turrubiartes	HS Sped Teacher
Classroom Teacher	Amaris Sanchez	10th grade Math Teacher
Classroom Teacher	Jennifer Calzada	10th grade Elective
Classroom Teacher	Julissa Bohannon	11th grade AP English
Classroom Teacher	Dominique Lopez	11th grade Humanities
Classroom Teacher	Victoria Montez	12th Grade English Teacher

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Notepads, highlighters, binders, pens, pencils		$3,086.75
				Sub-Total	$3,086.75
				Budgeted Fund Source Amount	$3,086.75
				+/- Difference	$0.00
				Grand Total Budgeted	$3,086.75
				Grand Total Spent	$3,086.75
				+/- Difference	$0.00

IDEA Public Schools

Elsa Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 23, 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: August 23, 2023

Demographics

Demographics Summary

IDEA Elsa Academy currently houses over 800 student enrollment for grades Pk-5th. Our female population 47.08%, male population 52.92%. We also house 94.53% of Hispanic race population. An open enrollment charter school that services students from within city of Elsa and outside Donna, Weslaco, Monte Alto and La Villa. Elsa Academy currently services over 52.92% Emergent Bilingual students and have 65.34% At Risk identified students.

The instructional programs at IDEA Elsa Academy consists of the 21st century after school program, Bilingual and EB program, 504, RTI the special education program, which consists of speech classes and life skills.

According to the Texas Education Agency Accountability System, IDEA Elsa Academy received and A for the 2021-2022 school year and received distinctions for Academic Achievement in English Language Arts Reading and Post secondary readiness.

Demographics Strengths

With over 94% Economically Disadvantaged students, our school is able to provide free meals to the entire student population. IDEA Public Schools offers our teachers professional development opportunities periodically throughout the year to improve quality learning in the classroom. Our organization continues to market and survey to provide all teachers a competitive salary compared to other school districts. Teachers work diligently through after school tutoring, sat school to support in closing the learning gaps for students At Risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased. **Root Cause:** Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.

Problem Statement 2 (Prioritized): There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year. **Root Cause:** There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.

Problem Statement 3: There is a need to increase interventions to address the growing numbers of new to IDEA students who struggle/do not know how to read in 3rd-5th grade. **Root Cause:** One interventionist is made available for 3rd-5th and student schedules minimize flexibility to pull students for reading intervention.

Problem Statement 4: There is a need to increased focus on successful implementation of RTI, cohesive writing curriculum, and differentiated instruction and practices. **Root Cause:** Resources available, and different curriculums divide (Wit & Wisdom and BAW) limit an intentional implementation of writing instruction. Staff must increase awareness of RTI students and consistently practice implementing the supports RTI students need to be successful. Differentiating instructions begins with teachers setting a plan during lesson internalization and lesson planning.

Student Learning

Student Learning Summary

In Kindergarten through 2nd grade, our student learning outcomes were overall excellent . Kinder, 1st, and 2nd Grade Mathematics took End of Year Blind Exams in which we averaged about 92% of our students passing the exam at an Approaches Band. Mathematics Breakdown is as follows, Kindergarten 97%Approaches/69%Masters, 1st Grade Math 92% Approaches/61%Masters, 2nd grade Math 82%Approaches/22%Masters. In PK-2 students also showed high mastery. As per our Direct Instruction Reading Transformations Program, PK 100%, Kinder 97%, 1st 90%, 2nd 96% of students ended the year on or above grade level; this is the first year that 1st grade meets this benchmark; which attest to successful closing of gaps for our foundational grades.

In our CSI , Critical Student Intervention Program , in grades 3-5, our campus fell 8 students shy of meeting the district goal. In Reading , the goal is for 50% of students to grow two or more years as per the program Renaissance Star, our students ended the year at 44%. In Math, the goal is for 60% of students to grow two or more years as per the program Renaissance Star, our students ended the year at 48%. This outcome was due to not targeting foundational gaps in reading and math fluency and comprehension. The plan for the upcoming year is to create a scope and sequence of fluency and foundational gaps to target.

Spring 2023 was the first time 3rd- 5th grade students took the STAAR state assessment online. Pending Scores Aug 11th

STAAR ALT 10 out of 10 STAAR ALT exams in 3rd and 4th ELA and Math resulted in 100% Satisfactory -_____% Accomplished . This outcome was the intentional execution of backwards planning to the rigor of the assessment as well as the Attainment Curriculum.

HB4545 students growth goal is 85%. Results showed ___ growth.

EB students goal is a student achievement score of 37. EB students score an SAS of ____.

SPED student goal is a student achievement score of 23. Our students scored an SAS of _____.

TELPAS goal is a student achievement score of 42acc

LAST Year Sample Below

Our dedication to ensure our students receive the best education possible begins in Kindergarten. Systems for instructional delivery will continue to be practiced and consistently monitored to create intentional and effective daily lesson delivery across all grade levels, not just 3rd-5th.

Student Learning Strengths

- 3rd-5th ELAR we were above district average in mock exams.
- 3rd Math we scored a student achievement average higher than 2022 STAAR on mock exam.
- 5th Grade Science scored 1st place in Mid-Valley region.
- Sped students in 3rd-5th showed an increase above district average and were highlighted at the district level.
- Teachers showed a proficiency of advanced skill in unpacking assessments consistently before beginning each module and unit.
- Telpas accountability measure was obtained in Mock Telpas assessment given in October.
- Students successfully tracked daily TEKS performance on mastery machine systems after mock exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There was no differentiated instruction in an effort to meet student needs to improve student performance among all low-performing groups. **Root Cause:** Teachers were trained in the skill of differentiating instruction for all student groups.

Problem Statement 2: The percent of 3rd-5th students passing quarterly reading and math assessments are minimal. **Root Cause:** Curriculum is often lacking the rigor and teachers often have to create lessons aligned to rigor of state assessment.

Problem Statement 3: Teachers lesson plans are not fully aligned to TEKS for reading and math. **Root Cause:** Teachers are still developing in how to create lessons that are fully aligned to the TEKS using the districts scope and sequence.

Problem Statement 4 (Prioritized): Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. **Root Cause:** Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.

Problem Statement 5 (Prioritized): Teachers did not deliver a first strong instruction lesson. **Root Cause:** Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

Problem Statement 6 (Prioritized): There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause:** Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

School Processes & Programs

School Processes & Programs Summary

Instructional leaders at IDEA Elsa Academy participate in classroom observations twice a week and develop skills in coaching, participate in coaching academies during their first year as leaders, and continue participating on ongoing professional development. Each leader is responsible for a specific content, which allows them to focus and develop necessary skills in that area. We plan for professional development for teachers based on trends in observations and gaps in student learning identified through data from state, district or exit tickets. Leaders support teachers in different content areas by providing modeling in classroom, weekly lesson rehearsals for 3rd-5th, and providing opportunity for teachers to have conference with same content teachers. This allows them to share ideas, develop skills and plan together in skills that align to their content.

We have programs including AR zone and Dreambox. Our AR Zone program supports students in developing comprehension by allowing students time to read and test on books. Dreambox allows students to participate in interactive engaging math lesson, which can be aligned to what students are learning in the classroom to strengthen their mathematics skills.

Programs:

- Special Education
- ESL
- 21st Century
- 504
- RTI

Processes:

- Faculty meetings- Bi-weekly
- RTI - to support students academically or with behavior - Every 6-9 weeks

See PDF in Addendum for more information.

School Processes & Programs Strengths

- 100% of students in the HB4545 program met required minutes.
- Students participated in after school programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause:** There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Problem Statement 2 (Prioritized): There is not a consistent system for disciplinary consequences for students. **Root Cause:** There is a lack of consistent accountability in school

culture expectations and documentation processes are not followed with fidelity.

Problem Statement 3: There is lack of diverse activities provided in after school programs. **Root Cause:** There is no teacher participation and budget limits the types of activities that can be offered.

Perceptions

Perceptions Summary

IDEA Elsa Academy provides staff, parents and students an opportunity to share their concerns by completing a school survey every year. We analyze student, staff and parent feedback to get a better understanding of areas we are excelling in and areas that might need more attention. Our mission is to provide a safe, joyful environment for all students and staff. It is essential for IDEA Elsa Academy to collaborate with parents and staff to ensure our students and staff members are successful emotionally, academically and professionally. We have a variety of avenues to communicate with parents, including Class Dojo, Remind, and Facebook. These communication mechanisms allows us to share events and student celebrations through out the year.

IDEA Public Schools has established 7 core values, which we follow diligently. These core values provide the foundation for building a strong atmosphere and are initiatives that push our teachers and students to achieve their best.

We Achieve Academic Excellence

We Deliver Results

We Act with Integrity

We Ensure Equity

We Sweat the Small Stuff

We build team and family

We bring joy

These core values are represented throughout our school and celebrated when teachers or students are found representing any of the 7 listed above. They also help align our mission standards and desired outcomes with our parents.

Perceptions Strengths

- We are currently over enrolled for 2023-2024 school year
- Teacher retention is currently at 93%
- Student persistence is currently at 95%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is minimal mentoring supports for teachers in kinder-2nd. **Root Cause:** Instructional rounds and classrooms observations are based off of campus needs and priorities.

Problem Statement 2 (Prioritized): There was a decrease in student and staff attendance. **Root Cause:** Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.

Problem Statement 3 (Prioritized): There is a minimal response to parental and community surveys. **Root Cause:** There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

Problem Statement 4: As per parent responses on survey parents communicated there was little to no communication regarding safety drills. **Root Cause:** Leaders did not prioritize making safety drills public communication.

Priority Problem Statements

Problem Statement 1: There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased.

Root Cause 1: Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students.

Root Cause 2: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There was a decrease in student and staff attendance.

Root Cause 3: Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a minimal response to parental and community surveys.

Root Cause 4: There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year.

Root Cause 5: There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers did not deliver a first strong instruction lesson.

Root Cause 6: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects.

Root Cause 7: Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data .

Root Cause 8: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is not a consistent system for disciplinary consequences for students.
Root Cause 9: There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.
Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR scores, campus data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will track student performance and will create acceleration plans for students performing under the meets performance band after each unit assessment. **Strategy's Expected Result/Impact:** increase student mastery by 5% **Staff Responsible for Monitoring:** Instructional leaders, Reading Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

Student Learning

Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33% to 35% in Spring 2024. (HB3)

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR Scores, campus data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will track student performance and will create acceleration plans for students performing under the meets performance band after each unit assessment. **Strategy's Expected Result/Impact:** Increase by 5% in meets for Math **Staff Responsible for Monitoring:** Teachers, Interventionist, API's, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6 - School Processes & Programs 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
School Processes & Programs
Problem Statement 1: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause**: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide quarterly professional development opportunities for staff that introduces the best practices for working with EB population. **Strategy's Expected Result/Impact:** Increase EB student meets percentages in state assessments and Telpas. **Staff Responsible for Monitoring:** Teachers, counselor, assistant principals, prinicipal. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6 - School Processes & Programs 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. **Root Cause**: Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
School Processes & Programs
Problem Statement 1: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause**: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: campus trackers, HB4545 dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will roll out an operating mechanism for identifying, servicing, and logging in minutes on a weekly basis based on tutoring and minute tracking in PowerTeacher. **Strategy's Expected Result/Impact:** Increase amount of students passing state assessment. **Staff Responsible for Monitoring:** Teachers, Assistant principals, principal, interventionists. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6 - School Processes & Programs 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
School Processes & Programs
Problem Statement 1: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause**: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 40% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: campus data trackers, weekly assessments, district assessments, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will provide quality lessons on foundational reading, writing and math skills on a daily basis as per the Performance Level Descriptors Blueprint. **Strategy's Expected Result/Impact:** Increase student number of sped students to reach meets or masters in state assessment. **Staff Responsible for Monitoring:** Sped point person, gen ed teachers, sped teachers, assistant principals, principal. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6 - School Processes & Programs 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. **Root Cause**: Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
School Processes & Programs
Problem Statement 1: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause**: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: Locus dashboard, weekly assessments, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increase the student achievement score to 57 **Staff Responsible for Monitoring:** teachers, assistant principals, principal. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 4: Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. **Root Cause**: Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .
School Processes & Programs
Problem Statement 1: Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause**: There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

Goal 2: Increase student persistence

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

Evaluation Data Sources: campus drill tracker, dashboard data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and staff will be trained on monthly safety drills to ensure student safety. **Strategy's Expected Result/Impact:** Increase awareness and effective safety systems. **Staff Responsible for Monitoring:** Assistant principal of operations, principal, crisis team. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There was a decrease in student and staff attendance. **Root Cause**: Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Parent event sign in documentation, parent survey responses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase family engagement by 10% **Staff Responsible for Monitoring:** counselor, social worker, assistant principals, principal and teachers. **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Translate events into Spanish **Strategy's Expected Result/Impact:** Increase engagement and participation. **Staff Responsible for Monitoring:** Counselor, assistant principals, principals, social worker, APO **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 3 **Funding Sources:** Translating materials, technology, resources - Title I, Part A (4120) - $3,774.34	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year. **Root Cause**: There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.
Perceptions
Problem Statement 3: There is a minimal response to parental and community surveys. **Root Cause**: There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Safer Smarter Schools Excel tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will implement and deliver required curriculums within the first week of school to abide by the compliances required by the state. **Strategy's Expected Result/Impact:** Decrease the amount of bullying incidents by 5% **Staff Responsible for Monitoring:** Social worker, counselor, principal, assistant principal **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

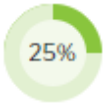
Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased. **Root Cause**: Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.
School Processes & Programs
Problem Statement 2: There is not a consistent system for disciplinary consequences for students. **Root Cause**: There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.

Goal 3: Increase student daily attendance

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

Evaluation Data Sources: Excel Student tracker, watches.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase student physical activity during the allotted PE times and track student goals in a weekly basis. **Strategy's Expected Result/Impact:** Increase the amount of students reaching goal by 80% **Staff Responsible for Monitoring:** PE coach, assistant principal, and principal. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause**: Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Elsa Academy will achieve a 96.20% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Tracker for Daily Attendance Average through powerschool, Excel tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Escalation matrix with fidelity at each level of offense involving all campus staff and stake holders. **Strategy's Expected Result/Impact:** Increase daily average attendance by 4% **Staff Responsible for Monitoring:** Assistant principal of operations, teachers, principals, counselors. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 - Perceptions 2, 3	25%	50%	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There is not a consistent system for disciplinary consequences for students. **Root Cause**: There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.

Perceptions
Problem Statement 2: There was a decrease in student and staff attendance. **Root Cause**: Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.
Problem Statement 3: There is a minimal response to parental and community surveys. **Root Cause**: There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

Goal 4: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Cornerstone, assistant principals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase teachboost documentation by 20% **Staff Responsible for Monitoring:** Assistant principals, principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

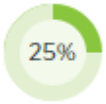
Student Learning
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

Goal 4: Increase staff retention

Performance Objective 2: IDEA Elsa Academy is 95% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Persistence tracker, surveys, and assistant principals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Maintain a 95% or higher of staff retention **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Teachers did not deliver a first strong instruction lesson. **Root Cause**: Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Translating materials, technology, resources		$3,774.34
				Sub-Total	$3,774.34
				Budgeted Fund Source Amount	$3,774.34
				+/- Difference	$0.00
				Grand Total Budgeted	$3,774.34
				Grand Total Spent	$3,774.34
				+/- Difference	$0.00

IDEA Public Schools

Elsa College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 22, 2023
Public Presentation Date: August 22, 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.

Our vision at IDEA Elsa College Prep is that graduating seniors will be fully poised to matriculate into a four-year college or university of their choice. All our students will be prepared academically, socially, emotionally and with a good sense of self in order to compete at the national and international levels. To achieve these goals IDEA ELSA College Prep students and staff will be driven by the following three pillars:

Academic Focus on College Readiness

Data Driven Instruction

Sense of Community

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We have a total of 532 students. 512 of 532 are Hispanics, which is a percentage of approximately 96.24%. 1 of 532 is black, a percentage of (0.19%). 19 of 532 are white, a percentage of 3.57%. Current programs we offer that help our students are CSI (critical student intervention), Special Education, Spanish, AP courses, PAP courses, RTTC, after school programs, such as Badger Creations, culinary, media club etc. CSI helps our students build literacy skills and improves their reading abilities, which is also helpful in improving student academic performance in other subjects as well. Special Education offers accommodations that attains to the needs of each student and small group. AP courses offer students a chance to obtain college credit. AP courses/ PAP courses and after-school programs help students build knowledge but also build college transcripts for when applying to college. RTTC helps students prepare and understand the road to college by offering tutoring, community hours, etc.

We ended the year with a 92.36% for Average Daily Attendance(ADA) a far cry from our 97% ADA. For the past couple of years we have struggled with enrollment. This year we fell short of our enrollment goal, only getting hitting 89% of our expected enrollment 532/600. Teacher retention was at 94% (only loosing 2 teachers).

Demographics Strengths

- 100% of our 9th& 10th grade scholars are enrolled in at least one Advance Placement course.
- Our student to teacher ratio averages 1:24.
- Our CSI program, and use of subject-level instructional interventionists are expanding to better meet the needs of a greater numbers of struggling learners.
- Student academic performance remains stable, if not slightly improved, in most academic areas in spite of increasing rigor on state assessments.
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance ended at 92.36% which means that we had many student absences which affected student learning. **Root Cause:** Families were not onboarded properly and thus did not understand the importance of having their child in class daily.

Problem Statement 2 (Prioritized): Enrollment has not been to the expected levels because of ineffective marketing and lack of staff investment. **Root Cause:** Facebook and Remind post are targeting current students and parents and not potential/new families. Teachers feel defeated when they recruit and are unsuccessful at bringing in applications.

Student Learning

Student Learning Summary

Student achievement and progress on state/local assessments (STAAR/EOC) -

6th RLA - SE 41/11/2 (18) ME 54/22/4 (27)

MATH - SE 82/50/30 (54) ME 65/31/9 (35)

7th RLA - SE 59/10/4 (24) ME 66/27/8 (34)

MATH - SE 77/51/32 (53) ME 58/27/10 (32)

8th RLA - SE 53/14/1 (23) ME 73/41/9 (41)

ALG I - SE 64/20/7 (30) ME 82/28/4 (38)

BIO - SE 61/17/2 (27) ME 65/16/2 (28)

SS - 53/19/5 (26) ME 56/17/7 (27)

9th ENG I - SE 51/35/7 (31) ME 67/52/14 (44)

10th ENG II - SE 60/49/15 (41) ME 70/54/17 (47)

Advance Placement -

10 tenth grade students have earned a 3 or greater in one AP Exam

4 tenth grade students have earned a 3 or greater in two AP Exams

AP HUM GEO - SE 7% at 3 or greater ME 2% at 3 or greater

AP CSCI - SE 0% at 3 or greater ME 14% at 3 or greater

AP Env. Sci. SE 23% at a 3 or greater ME 22% at 3 or greater

AP World HIst. SE 10% at a 3 or greater ME 2% at a 3 or greater

AP Span. Lang. SE 82% at a 3 or greater ME 34% at a 3 or greater

Dual enrollment - Not applicable

CCMR - Not applicable

Grades

Semester 1: MS -95.20% passing HS - 99% passing

Semester 2: MS - 94.01% passing HS - 91.4% passing

Year 1: MS - 94.6% passing HS - 100% passing

Graduation plans - 100% signed in all grade levels (rising 9th, 10th and 11th). 100% of students are on track and have earned credit thus far.

Retention data - HS - 0% students retained. MS - 1.49% of middle school students retained; 5 students retained in 7th grade.

Dropouts - 2 one in 7th and one in 9th (they siblings). Parent withdrew the students but did not enroll them in another school.

special education data -

6th RLA ME 8/0/0 (3)

MATH ME 31/8/0 (12)

7th RLA ME 0/0/0 (0)

MATH ME 0/0/0 (0)

8th RLA ME 18/9/0 (9)

MATH ME 63/18/0 (27)

9th Eng I ME 0/0/0 (0)

10th Eng II ME 33/0/0 (11)

Student Learning Strengths

Graduations plans were signed and students are on track to graduate by earning full credit. Ms. Rivera made parent phone calls and teachers supported by following up with calls to ensure that students and parents attended the 8th transition meeting.

Growth from semester exams to mock exams reading and AP Computer Science Principles. Some teachers were provided with in class tutors and supporting staff. Backwards planning - starting with TEKS that had highest gap to re-teach and spiral back. Thereby creating effective reteach plans. Implementing SpEd accommodation trainings. Teacher started the school year focusing on the content to be taught, by the mid to end of year, teachers implemented test taking strategies, writing, and comprehension. Student interventions: afterschool tutorials, Saturday school, super learning camps, STAAR parent meeting. Students received more at bats with content for internalization purposes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have foundational literacy gaps across contents. **Root Cause:** Not providing adequate support, for students, to close the foundational literacy gaps per content because time was not embedded to the daily agenda of the classroom.

Problem Statement 2: Less than 50% of each grade level is performing at or above grade level **Root Cause:** Students did not receive instructional support at the level and pace they needed to increase exponentially due to their foundational gaps.

Problem Statement 3 (Prioritized): SpEd students did not receive the proper instructional supports that lead to high student achievement. **Root Cause:** SpEd accommodation trainings happened late in the school year...the majority of the teachers did not know how to implement the accommodations.

School Processes & Programs

School Processes & Programs Summary

IDEA Elsa CP makes use of the TEKS, district scope and sequence, campus and district assessments, as well as the District Created, Springboard, AP, Direct Instruction, De Alba, and Wit and Wisdom curriculums. Each week, teachers collaborate to plan instruction for our students during a common planning period. Review summative assessments and identify accomplishment on evaluations, as well as gaps to use to modify and prepare instruction.

Through internalization and professional learning communities, teachers work together to analyze data and student work, discuss potential student misconceptions, and develop re-teach plans.

Computer-based intervention programs like AR, ST Math, and IXL, in addition to station rotations, are used to meet the reading needs of students. Based on the specific skills that students require to succeed, teachers create more individualized small group instruction.

We heavily rely on student data in our processes. The story of our students' strengths and weaknesses can be told by data. Information gathered from exit tickets, aggressive monitoring, and bell ringers are used to identify whole group and individual areas of need.

IDEA Elsa's PLC partakes in weekly and monthly professional development regarding data, AT BATs, and planning. Teachers are in tune with the stringency of student expectations and understand how to create high-quality assessments through backwards planning, unit internalization, and feedback gathered during the coaching cycle. We will need to pay more attention to the upper grades (9-11) and help all teachers prepare and deliver high-quality TIER 1 instruction as we continue to improve our processes.

IDEA Elsa CP places a high priority on hiring employees with the ability to adapt to changes in the education process and become experts in their areas. Administrators, specialists, and coaches provide assistance to teachers. Educators have the chance to fill in their practices and authority, whilst also having the opportunity for leadership and providing trainings and feedback for their peers. New instructors are expected to go to routine trainings (NTI) to prepare for rigorous instruction. Choices and practices are student centered. Instructors internalize the district GET Rubric, curriculum, and use it to prepare for year long instruction for all student populations, including special populations (504, EB, SPED, etc.)

Each summer, as EOY data becomes available, teacher assignments are reviewed, and plans are created to support instructors. Some examples of this are inviting district content coaches, modifying coaching objectives, and modifying faculty meetings to target high priority data. The leadership team creates professional development opportunities based specifically on our campus's requirements using data. Before teachers begin their new contracts, these professional development sessions are offered at the beginning of July (AP trainings, NTI, AP Share Fair, CL trainings, etc.)

School Processes & Programs Strengths

- Leaders conduct weekly observations using the Get Better Faster Model for feedback and follow the coaching cycle.
- Outlined and clear expectations to the Lesson Plan process allows for teachers to ensure maximum internalization of daily lessons, as well as permits backwards planning from district and state assessments.

- Students and teachers have access to a variety of technologies and online applications to support content mastery in and outside of the classroom.
- Students have access to several programs afterschool to cultivate social-emotional learning such as culinary, art, technology, guitar class, basketball, and more.
- Students partake in programs such as the CNP farming program that promotes both liberal arts and STEM. Students are exposed to agricultural sciences, but also gain the understanding of using farming as a service to their campus and peers.
- After school programs supports student investment in the campus, and helps to create better relationships between students and campus staff who are participants in these programs as well.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not following the aggressive monitoring plan with fidelity which is causing them not to provide students with on the spot feedback. **Root Cause:** Teachers are not prioritizing it as needed.

Problem Statement 2 (Prioritized): Although student data has shown growth, special populations such as EBs, 504s and SPED still see limited growth in RLA and Math. **Root Cause:** Gaps in communication between members of the campus' PLC. Teachers and Special Education educators require increased communication; teachers in the gen ed classroom require more training on how to implement accommodations and supports. While there was a focus by administration on monitoring, there were few opportunities for PLC development and training early on in the year.

Problem Statement 3: Although there has been increased investment with teachers and tutors to improve students' academic success, critical stakeholders were not heavily invested in the learning process. **Root Cause:** Despite access to several different communication channels (text, e-mail, Remind, Class Dojo, etc..) teachers, tutors and administrators did not follow a routine / consistent method of communicating and engaging with students' stakeholders. Due to the lack of communication regarding the students academic progress, stakeholders were disempowered from becoming active supporters.

Perceptions

Perceptions Summary

This year, IDEA asked all staff members to complete the "AEES" Annual Employee Experience Survey. Here are some of the findings from that survey.

Our staff felt that we had strong team and family, that we are proud of the learning environment that we have created and that IDEA provides great benefits for its employees. In addition, our staff like that IDEA brings great professional development and that it is structured by providing systems and procedures that promote school safety. However, in our findings we also noticed that staff struggles in finding work life balance. We learned that as a lead team we have not done a good job of educating our teachers on the purchasing process. We also found that staff feels that IDEA is not a mentally and emotionally healthy place to work at because of the demands placed on them. They believe that this had lead some to show favoritism, retaliation as ways to get things done. This in turn is affecting the services that we are offering our students and parents.

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Perceptions Strengths

This year, IDEA asked all staff members to complete the "AEES" Annual Employee Experience Survey. Below are the key highlights of the data from the 2022-2023 AEES survey.

- Our campus has strong team and family amongst our staff members.
- Staff is proud of the learning environment this is established at IDEA Elsa CP.
- Our staff enjoys the benefits that they receive by working at IDEA.
- Staff enjoys that IDEA brings staff development and trainings to them to prepare them.
- Students, parents and staff enjoy that IDEA provides systems and procedures that promote safe schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: My leadership team does not provide the necessary materials and supplies needed by teachers to do their job. **Root Cause:** Staff members do not understand the requisition process and follow up procedures due to there was a lack of explanation of resource request and processes for the year when requesting supplies.

Problem Statement 2 (Prioritized): 34% of IDEA students and parents would not rate our services as "excellent." **Root Cause:** There are inconsistencies in systems and procedures across grade levels/departments. We are lacking systems that are no red across the grade levels/content to provided/inform parents of required information and updates.

Problem Statement 3 (Prioritized): 66% of campus staff believes that IDEA is not a mentally and emotionally healthy place to work **Root Cause:** Staff struggles with establishing a work life balance, due to lacking skill on how to use their conference time efficiently due to organizational skills.

Priority Problem Statements

Problem Statement 1: 66% of campus staff believes that IDEA is not a mentally and emotionally healthy place to work

Root Cause 1: Staff struggles with establishing a work life balance, due to lacking skill on how to use their conference time efficiently due to organizational skills.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 34% of IDEA students and parents would not rate our services as "excellent."

Root Cause 2: There are inconsistencies in systems and procedures across grade levels/departments. We are lacking systems that are no red across the grade levels/content to provided/inform parents of required information and updates.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Students have foundational literacy gaps across contents.

Root Cause 3: Not providing adequate support, for students, to close the foundational literacy gaps per content because time was not embedded to the daily agenda of the classroom.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SpEd students did not receive the proper instructional supports that lead to high student achievement.

Root Cause 4: SpEd accommodation trainings happened late in the school year...the majority of the teachers did not know how to implement the accommodations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although student data has shown growth, special populations such as EBs, 504s and SPED still see limited growth in RLA and Math.

Root Cause 5: Gaps in communication between members of the campus' PLC. Teachers and Special Education educators require increased communication; teachers in the gen ed classroom require more training on how to implement accommodations and supports. While there was a focus by administration on monitoring, there were few opportunities for PLC development and training early on in the year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers are not following the aggressive monitoring plan with fidelity which is causing them not to provide students with on the spot feedback.

Root Cause 6: Teachers are not prioritizing it as needed.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Enrollment has not been to the expected levels because of ineffective marketing and lack of staff investment.

Root Cause 7: Facebook and Remind post are targeting current students and parents and not potential/new families. Teachers feel defeated when they recruit and are unsuccessful at bringing in applications.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our Average Daily Attendance ended at 92.36% which means that we had many student absences which affected student learning.

Root Cause 8: Families were not onboarded properly and thus did not understand the importance of having their child in class daily.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: IDEA achieves an A Rating

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

Evaluation Data Sources: Mock TELPAS benchmark results, TELPAS score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will incorporate listening, speaking, reading and writing activities in their daily lessons. **Strategy's Expected Result/Impact:** Students will practice using appropriate grade level academic vocabulary. **Staff Responsible for Monitoring:** Lead Team **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development to our staff at least 4 times throughout the school year of 2023-2024. **Strategy's Expected Result/Impact:** Teachers will be more knowledgeable of the TELPAS assessment and of the strategies needed to help students master the TELPAS. **Staff Responsible for Monitoring:** Lead Team	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

Evaluation Data Sources: PowerSchool tracker, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will hold morning or after school interventions to meet the minutes for HB4545. **Strategy's Expected Result/Impact:** Students will be able to close the gaps on struggling teks from previous year. **Staff Responsible for Monitoring:** Teachers and Lead Team **Title I:** 2.6	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: HB4545 students will work on their individualized platform to target their lowest teks twice a week in their elective classes. **Strategy's Expected Result/Impact:** Students will have the opportunity to complete minutes by working at their own pace. **Staff Responsible for Monitoring:** Elective Teachers and Lead Team **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: campus data trackers, STAAR SpEd scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will prioritize struggling SPED students for interventions on a weekly basis. **Strategy's Expected Result/Impact:** SPED students will close gaps and the percentage of students that attain approaches or higher. **Staff Responsible for Monitoring:** Teaching staff and Lead Team **Title I:** 2.6	25%	50%		

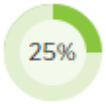
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: biweeklies, Mock/SE data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Teachers will be able to identify students at the different levels (approaches, meets, masters) and also know who their priority students are. **Staff Responsible for Monitoring:** STAAR tested teachers and Lead Team **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: XX% of our 11th grade scholars will achieve a 21 score on their ACT exam

Evaluation Data Sources: ACT Scores

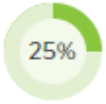
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Via RTTC 3 class we will prepare our scholars using the Mastery Prep program. **Strategy's Expected Result/Impact:** Students will achieve a 21 or higher on their ACT **Staff Responsible for Monitoring:** College Counselor	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 90% of our 10th grade scholars will pass their TSI ELAR assessment by the end of the 2023-2024 school year

Evaluation Data Sources: TSI results, campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our scholars will be tutored via our RTTC 1 & 2 classes using a TSI prep program **Strategy's Expected Result/Impact:** 90% of more of our scholars will pass the TSI ELAR **Staff Responsible for Monitoring:** College Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 7: 6th through 8th grade students perform at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: biweekly, in house assessments, campus trackers, SE/Mock scores, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Differentiate instruction for students to support in closing learning gaps. **Strategy's Expected Result/Impact:** Reach desired goal of students on track for meets grade level **Staff Responsible for Monitoring:** Teachers and campus leaders **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide resources during parent meetings to improve student achievement **Strategy's Expected Result/Impact:** 100% of parents are provided with strategies, skills and resources to improve student performance on STAAR assessments. **Staff Responsible for Monitoring:** Teachers and campus leaders **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Instructional materisl - Title I, Part A (4120) - $1,270	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 2: Although student data has shown growth, special populations such as EBs, 504s and SPED still see limited growth in RLA and Math. **Root Cause**: Gaps in communication between members of the campus' PLC. Teachers and Special Education educators require increased communication; teachers in the gen ed classroom require more training on how to implement accommodations and supports. While there was a focus by administration on monitoring, there were few opportunities for PLC development and training early on in the year.

Goal 1: IDEA achieves an A Rating

Performance Objective 8: 6th through 8th grade students perform at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: biweeklies, in house assessments, campus trackers, SE/Mock scores, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Differentiate instruction to address student gaps in reading **Strategy's Expected Result/Impact:** Increase the number of student earning meets grade level **Staff Responsible for Monitoring:** Teachers and campus leaders **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide resources during parent meetings to improv3e student achievement **Strategy's Expected Result/Impact:** 100% of parents are provided with strategies, skills and resources to improve student performance on STAAR assessments. **Staff Responsible for Monitoring:** Teachers and campus leaders **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Instructional materials - Title I, Part A (4120) - $1,237.98	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

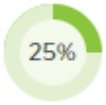
Student Learning
Problem Statement 1: Students have foundational literacy gaps across contents. **Root Cause**: Not providing adequate support, for students, to close the foundational literacy gaps per content because time was not embedded to the daily agenda of the classroom.
Problem Statement 3: SpEd students did not receive the proper instructional supports that lead to high student achievement. **Root Cause**: SpEd accommodation trainings happened late in the school year...the majority of the teachers did not know how to implement the accommodations.
School Processes & Programs
Problem Statement 2: Although student data has shown growth, special populations such as EBs, 504s and SPED still see limited growth in RLA and Math. **Root Cause**: Gaps in communication between members of the campus' PLC. Teachers and Special Education educators require increased communication; teachers in the gen ed classroom require more training on how to implement accommodations and supports. While there was a focus by administration on monitoring, there were few opportunities for PLC development and training early on in the year.

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: safety scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maintain fidelity with safety measures and processes as per district guidelines (such as campus door sweeps, monthly CCT meetings, yearlong safety drills with 100% participation. **Strategy's Expected Result/Impact:** We receive proficient or higher ratings on all safety audit for the district and state. **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: parent sign ins sheets, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Families feel like they are a part of our campus and become more invested in it. **Staff Responsible for Monitoring:** All staff **Title I:** 4.2	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: 100% of presentation completed by the deadline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The Anti-Bullying and Safer, Smarter School Curriculum will be implemented through our elective courses. **Strategy's Expected Result/Impact:** Student will learn appropriate social interaction skills. **Staff Responsible for Monitoring:** Elective teachers and School Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Elsa College Prep will achieve a XX% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA, Escalation matrix data, campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train staff on and monitor the execution of the ADA matrix and campus incentive plan. **Strategy's Expected Result/Impact:** We will be meeting our ADA goal on a quarterly basis. **Staff Responsible for Monitoring:** Teaching staff, Lead Team and APO	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches will create fun activities to incorporate the IHT watches to engage students and then track their progress using their data wall. **Strategy's Expected Result/Impact:** Students will meet their required minutes by end of the school year. **Staff Responsible for Monitoring:** PE coaches and Lead Team.	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Cornerstone, GPTW survey, teacher retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers are prepared to deliver high quality instruction on a daily basis. **Staff Responsible for Monitoring:** Lead Team	25%	50%		

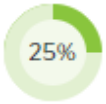
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA Elsa College Prep is XX% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: teacher retention tracker, GPTW surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** IDEA Elsa will have high quality instructional staff to educate our scholars. **Staff Responsible for Monitoring:** Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	2	Instructional materisl		$1,270.00
1	8	2	Instructional materials		$1,237.98
				Sub-Total	$2,507.98
				Budgeted Fund Source Amount	$2,507.98
				+/- Difference	$0.00
				Grand Total Budgeted	$2,507.98
				Grand Total Spent	$2,507.98
				+/- Difference	$0.00

IDEA Public Schools

Ewing Halsell Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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

Demographics

Demographics Summary

IDEA Ewing Halsell Academy has a full enrollment roster of 693 students. The school's demographics include approximately 80.64% of the population is economically disadvantaged, 91.74% Hispanic, 7.37% students with disabilities, and 15% English Language Learners. We are currently above the 90% goal of student persistence.

Demographics Strengths

- 100% Lead team (Administrator) retention
- Above 90% overall student persistence

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New student peristence is below our campus goal of 90% and is currently at 82.5%. **Root Cause:** New to IDEA scholars and families lack a sense of belonging.

Problem Statement 2 (Prioritized): Staff retention is below our campus goal of 85% and is currently at 76%. **Root Cause:** Teachers lack training and accountability for managing Tier 1 behaviors.

Student Learning

Student Learning Summary

IDEA Ewing Halsell Academy is a Title 1 school that offers academic programs tailored to scholar individual needs in grades Kindergarten through 5th. As one of the premier public charter school networks in Texas, IDEA focuses on growing and empowering well rounded individuals to succeed at the highest levels of (education). Strong foundations in literacy and other core contents are vital in this pursuit. Currently over 80% of second graders are reading on or above grade level. K-5 science data is over 80% mastery.

Student Learning Strengths

- K-5 science data is over 80% mastery
- 85% of second graders are reading on or above grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th and 5th grade student achievement decreased in percentage mastery from Semester Exams (December) to Mock Exams (March) by 13%. **Root Cause:** Teachers did not identify student learning gaps and misconceptions with urgency during daily instruction.

Problem Statement 2 (Prioritized): 1st grade reading is off track at 69% for meeting their end of year goal of being 80% on or above grade level. **Root Cause:** High frequency of teacher absences and vacancies led to a lack of academic consistency in K-2.

School Processes & Programs

School Processes & Programs Summary

IDEA Ewing Halsell Academy develops instructional leaders by providing weekly professional development focused on each content. We plan for professional development based on weekly data or gaps that are responsive to needs and include teacher feedback in order to close achievement gaps. Teachers receive regular feedback through the use of the Guidepost to Excellent Teaching (GET) rubric. Leaders use Teachboost to provide feedback based on the rubric regularly throughout the year. Our teachers are rated on the following Guideposts: Culture, Content, Ownership, Data, and Beyond the Lesson.

School Processes & Programs Strengths

Using the GET Rubric:

- 88.2% of teachers are proficient or above in Guidepost 1: Content
- 83.3% of teachers are proficient or above in Guidepost 5: Beyond the Lesson (investing stakeholders)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers were not strongly proficiency in Guidepost 3: Ownership, resulting in students not doing the heavy lifting needed for student mastery on end of year exams. **Root Cause:** Lack of implementing strategic opportunities within lesson planning for students to engage in peer's thinking and discussion.

Problem Statement 2 (Prioritized): Student learning gaps and misconceptions were not consistently tracked during daily instruction. **Root Cause:** Lack of accountability or alignment in data tracking expectations during daily instruction.

Perceptions

Perceptions Summary

IDEA Ewing Halsell Academy has a full enrollment roster of 693 students. We are currently above the 90% goal of student persistence and have had families enrolled with us since our founding year. Our average daily attendance on this campus is above 94%. Our staff retention goal is 85% or higher. We are currently not meeting the staff retention goal.

Perceptions Strengths

- 100% Lead team (Administrator) retention
- Above 90% overall student persistence

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention is below our campus goal of 85% and is currently at 76%. **Root Cause:** Lack of community and unity among staff.

Problem Statement 2 (Prioritized): New student peristence is below our campus goal of 90% and is currently at 82.5%. **Root Cause:** Lack of intentional and consistent communication from teachers to families to build strong relationships.

Priority Problem Statements

Problem Statement 1: New student peristence is below our campus goal of 90% and is currently at 82.5%.
Root Cause 1: New to IDEA scholars and families lack a sense of belonging.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff retention is below our campus goal of 85% and is currently at 76%.
Root Cause 2: Teachers lack training and accountability for managing Tier 1 behaviors.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 4th and 5th grade student achievement decreased in percentage mastery from Semester Exams (December) to Mock Exams (March) by 13%.
Root Cause 3: Teachers did not identify student learning gaps and misconceptions with urgency during daily instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 1st grade reading is off track at 69% for meeting their end of year goal of being 80% on or above grade level.
Root Cause 4: High frequency of teacher absences and vacancies led to a lack of academic consistency in K-2.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student learning gaps and misconceptions were not consistently tracked during daily instruction.
Root Cause 5: Lack of accountability or alignment in data tracking expectations during daily instruction.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers were not strongly proficiency in Guidepost 3: Ownership, resulting in students not doing the heavy lifting needed for student mastery on end of year exams.
Root Cause 6: Lack of implementing strategic opportunities within lesson planning for students to engage in peer's thinking and discussion.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: New student peristence is below our campus goal of 90% and is currently at 82.5%.
Root Cause 7: Lack of intentional and consistent communication from teachers to families to build strong relationships.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Staff retention is below our campus goal of 85% and is currently at 76%.

Root Cause 8: Lack of community and unity among staff.

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

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 58% to 60% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark unit assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide instructional support through PD, rehearsals, and Exit Ticket huddles to all staff members to increase proficiency in Guidepost 1A and 1B: Content **Strategy's Expected Result/Impact:** 90% of teachers are proficient in Guidepost 1A and 1B: Content **Staff Responsible for Monitoring:** Linda Summey, Academy Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024. (HB3)

Evaluation Data Sources: Benchmark unit assessments

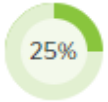
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide instructional support through PD, rehearsals, and Exit Ticket huddles to all staff members to increase proficiency in Guidepost 1A and 1B: Content **Strategy's Expected Result/Impact:** 90% of teachers are proficient in Guidepost 1A and 1B: Content **Staff Responsible for Monitoring:** Linda Summey, Academy Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	20%	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Tracked through Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Pull HB4545 scholars at the beginning of the year for supplemental small group instruction and track weekly progress **Strategy's Expected Result/Impact:** 100% HB4545 completion before STAAR exams **Staff Responsible for Monitoring:** Linda Summey, Academy Principal	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Benchmark assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold quarterly PTG data conversations to ensure we remain on track with our AA goal of 40 or above. **Strategy's Expected Result/Impact:** Special Pops scholars will receive an AA of 40 or above on all district provided exams in 3rd-5th STAAR contents. **Staff Responsible for Monitoring:** Linda Summey, Academy Principal	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly Crisis Team Meetings with both Academy and College Prep staff. **Strategy's Expected Result/Impact:** Increase the safety scorecard on campus. **Staff Responsible for Monitoring:** Jenna Patterson, Assistant Principal of Operations				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

High Priority

Evaluation Data Sources: Input engagement events on Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase persistence in academy and increase family engagement attendance **Staff Responsible for Monitoring:** Aimee Garcia, School Counselor **Funding Sources:** - Title I, Part A (4120) - $2,775.11	30%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Evaluation Data Sources: MTW tracker in K-5 homeroom classes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Move This World (SEL curriculum) with 90% fidelity each week.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes by EOY. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: Fitness trackers on watches

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offer quarterly sports clinics for scholars in 2nd-5th **Strategy's Expected Result/Impact:** Increase fitness minute opportunities and health awareness. **Staff Responsible for Monitoring:** Joseph Sanchez, Academy Coach	60%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff will receive internally created quarterly staff surveys to do a pulse check on work-life balance and appreciation **Strategy's Expected Result/Impact:** Survey results will drive our actions and priorities for the following quarter **Staff Responsible for Monitoring:** Linda Summey, Academy Principal **TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: All IDEA students matriculate to college

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly AC/CP instructional rounds to support academic vertical alignment **Strategy's Expected Result/Impact:** Increase vertical alignment in core contents **Staff Responsible for Monitoring:** Linda Summey, Academy Principal	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$2,775.11
				Sub-Total	$2,775.11
				Budgeted Fund Source Amount	$2,775.11
				+/- Difference	$0.00
				Grand Total Budgeted	$2,775.11
				Grand Total Spent	$2,775.11
				+/- Difference	$0.00

IDEA Public Schools

Frontier Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 4, 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: August 4, 2023

Demographics

Demographics Summary

IDEA Frontier Academy is an independently managed Title 1 Part A charter school within the IDEA Public Schools systems in the Rio Grande Valley. It is located in Brownsville, TX and was founded in 2006. The total size of our student enrollment on campus is 818 students. It currently has students enrolled from PK – 5th grade. At the moment, there are 96 Pre-kindergarten (11.74%) students enrolled, 116 Kindergarten (14.18%) students enrolled, 125 1st grade (15.28%) students enrolled, 111 2nd grade (13.57%) students enrolled, 122 3rd grade (14.91%) students enrolled, 124 4th grade (15.16%), 124 5th grade (15.16%) students enrolled. IDEA Frontier uses the latest technology and commits to ensuring high expectations and high standards of performance so that students can be college ready. We have various special programs for our students where we communicate with IDEA Frontier parents. This includes having a Dyslexia Program, Section 504 Program, Special Education Program, an Emergent Bilingual (EB), Bilingual, and Alternative Bilingual Language Program for our students. IDEA Frontier Academy focuses on underserving communities in the Rio Grande Valley to achieve academic excellence because it is our recipe for success.

Demographics Strengths

- IDEA Frontier Academy is committed to achieving its mission of “College for All Students” no matter what subpopulation.
- IDEA Frontier Academy offers various student programs, such as SPED, Section 504, CSI, and 21st Century for our students after school.
- IDEA Frontier Academy also serves economically disadvantaged students, and we aim to close the gaps for those students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 79% of students not meeting EOY DI goal in K-2nd are EB students. **Root Cause:** The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.

Problem Statement 2 (Prioritized): The number of students with social and emotional needs is unknown. **Root Cause:** We do not have a counselor to treat or track social and emotional data.

Problem Statement 3: 9% of 5th grade students are EL Students. **Root Cause:** IDEA does not provide an EL Program during the school year.

Student Learning

Student Learning Summary

Student achievement has increased throughout contents. They did so by implementing STAAR contents strategies that contributed to an increase in data. ELA used strategies such as text evidence, text features, and story elements. Math vertically implemented both aligned STAAR and Eureka strategies. Writing and reading skills were developed with the implementation of writing in the Social Studies curriculum. These strategies helped us by increasing the data by at least 10 SAS points per subject throughout the year.

Student Learning Strengths

ELA

- The students are able to locate Text Evidence from the passage.
- The students are able to identify Text Features within a text.
- The students are able to organize Story Elements in a fiction passage.

Math -

- K-2 - The use of manipulatives and implementation of different strategies, do nows, and student practice help build on Eureka strategies contributed to an increase in first-grade Math Assessment data.
- 3rd-4th Implementing vertically aligned STAAR strategies while building on Eureka's strategies contributed to an increase in STAAR scores.

Science & SS:

- Sentence stems are utilized for lower and upper grades during the beginning of modules.
- Use of graphic organizers to support Special Pops and ELL students.
- Students are able to use the beginning, middle, and end. Upper grades use RACE to write an open-ended response.

DI –

- 1. Students can track lesson progress utilizing student trackers.
- 2. Students are consistently focused and developing their writing and listening skills.
- 3. Students learn at mastery within their learning reading level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. **Root Cause:** Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

Problem Statement 2 (Prioritized): Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause:** Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Problem Statement 3 (Prioritized): DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students **Root Cause:** DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

School Processes & Programs

School Processes & Programs Summary

Overall, the school process for communication to parents has improved in cascading school wide expectations and policies. Over 90% of parents receive school communication. In school process for student safety and bullying there are areas of improvement to have a streamlined process to report and follow up with concerns.

School Processes & Programs Strengths

- 90% of parents receive information in a language they understand.
- 95% of parents and adults understand school policies, rules and expectations.
- 98% of parents believe school prepares their children for college.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 50% percent of the students are not involved in at least one activity, such as a club, music, sports or volunteering. **Root Cause:** There are limited options in the survey. Lower grades pk-2nd are not able to participate in the majority of after school activities. Safety concerns due to grade level and not enough staff to overlook every student. This question should target upper grades or have more options for lower grades. The school lacks a system to collaborate with 21st Century to include more age inclusive clubs.

Problem Statement 2 (Prioritized): 12% of parents believe their child will not report unsafe or dangerous behavior. **Root Cause:** Students are not aware of how to report a problem or unsafe behavior. Parents are also not aware on the proper system students should use to report dangerous or unsafe behavior. Also, there is no set system in place at school that communicates to parents/students, about the proper system for reporting.

Problem Statement 3 (Prioritized): 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative. **Root Cause:** Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

Perceptions

Perceptions Summary

Frontier Academy had 88.2% staff satisfaction in the Great Places to Work survey. It highlights the pride our staff feels in our accomplishments and how they are treated fairly while doing meaningful work. However, it also brought to light that staff do not feel fairly compensated and that the workload makes it difficult to find work life balance thus causing them to feel that they are not in an emotionally and mentally safe place. We believe that this also impacted on our low staff retention results. Our enrollment goal was met and overall, Frontier has successfully persisted 95% of our students this year but at a low attendance. We came in 7th out of 143 schools in the district at 95.9%.

Perceptions Strengths

- There is a sense of pride in our culture and the work we accomplish as a team.
- We are receptive to parent feedback and strive for continuous improvement.
- Our school communication systems with stakeholders keep all informed of special events, expectations, and instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student ADA goal not met across the school and 6 out of 7 grade levels. **Root Cause:** Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

Problem Statement 2 (Prioritized): Frontier lost 11 staff members. **Root Cause:** Four staff members struggled with work-life balance and three of them were not a good fit for our culture. We believe that the gap originates in our interview process.

Problem Statement 3: Staff survey statement: IDEA is a mentally and emotionally healthy place to work came in at 62.5% **Root Cause:** Staff has a misunderstanding of the meaning of the question.

Priority Problem Statements

Problem Statement 1: The number of students with social and emotional needs is unknown.

Root Cause 1: We do not have a counselor to treat or track social and emotional data.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 79% of students not meeting EOY DI goal in K-2nd are EB students.

Root Cause 2: The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay.

Root Cause 3: Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources.

Root Cause 4: Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students

Root Cause 5: DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 12% of parents believe their child will not report unsafe or dangerous behavior.

Root Cause 6: Students are not aware of how to report a problem or unsafe behavior. Parents are also not aware on the proper system students should use to report dangerous or unsafe behavior. Also, there is no set system in place at school that communicates to parents/students, about the proper system for reporting.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Student ADA goal not met across the school and 6 out of 7 grade levels.

Root Cause 7: Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Frontier lost 11 staff members.

Root Cause 8: Four staff members struggled with work-life balance and three of them were not a good fit for our culture. We believe that the gap originates in our interview process.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative.

Root Cause 9: Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

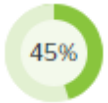
Goal 1: All IDEA students matriculate to college

Performance Objective 1: 1st - 5th grade students will have a combined 20% increase of "students on grade level" assessed by both Reading and Math RenSTAR by May 2024.

High Priority

Evaluation Data Sources: RenSTAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be trained in RenSTAR by August 2023. **Strategy's Expected Result/Impact:** Teachers will understand RenSTAR metrics Teachers will be able to analyze and track data to identify interventions **Staff Responsible for Monitoring:** S. Pando A. Borrego L. Hernandez D. Gutierrez **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will be trained on what RenSTAR is and how it impacts their academic goals. **Strategy's Expected Result/Impact:** Students will understand RenSTAR. Students will be invested in their RenSTAR score. **Staff Responsible for Monitoring:** L. Hernandez S. Pando A. Borrego D. Gutierrez **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 79% of students not meeting EOY DI goal in K-2nd are EB students. **Root Cause**: The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.

Student Learning
Problem Statement 1: The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. **Root Cause**: Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.
Problem Statement 2: Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause**: Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.
Problem Statement 3: DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students **Root Cause**: DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR
IA's
LA's
Mocks
UE's
EOM's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train Writing, Reading, and Social Studies teachers to use text based evidence questions **Strategy's Expected Result/Impact:** Use text based evidence questions in student practice in Writing, Reading, and Social Studies Provide text based evidence question feedback in lesson plans **Staff Responsible for Monitoring:** A. Borrego S. Pando O. Casanova I. Betancourt **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train 2nd -5th grade students and teachers in the writing process of completing an extended constructed response **Strategy's Expected Result/Impact:** 2nd -5th grade students will be able to complete an extended constructed response **Staff Responsible for Monitoring:** A. Borrego S. Pando ELAR Teachers Writing Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. **Root Cause**: Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers consistently implement the RDW strategy for all word problems and hold students to high expectations. **Strategy's Expected Result/Impact:** Students will be able to identify operations in word problems Students will identify what questions are asking Students will comprehend word problems **Staff Responsible for Monitoring:** L. Hernandez **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	45%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

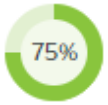
Student Learning
Problem Statement 2: Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause**: Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS
TELPAS Mock
Summit K 12 usage

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of Summit K 12 starting in September with clear student and teacher expectations **Strategy's Expected Result/Impact:** Students will be able to use scratch paper as allowed Students will be able to complete the listening and speaking practice components Students will be able to write in complete sentences using grade level academic vocabulary **Staff Responsible for Monitoring:** A. Borrego Science/Social Studies Teachers L. Hernandez S. Pando D. Cordova **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train K - 5th grade teachers in SIOP **Strategy's Expected Result/Impact:** K - 5th grade teachers will be able to incorporate at least 2 strategies in their weekly lessons Coaches will be able to track incorporated strategies through next step receipts tied to the GET. **Staff Responsible for Monitoring:** S. Pando A. Borrego L. Hernandez D. Cordova O. Casanova A. Borrayo **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	10%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB4545 Powerschool Reports
HB4545 Trackers
Content Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After every tutoring session, teachers will log in HB4545 minutes within a week starting in September after ALC meetings. **Strategy's Expected Result/Impact:** Teachers are aware of student completion. **Staff Responsible for Monitoring:** L. Hernandez Content Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3	25%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. **Root Cause**: Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.
Problem Statement 2: Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause**: Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.
Problem Statement 3: DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students **Root Cause**: DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR
IA's
Mock's
SE's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on understanding the IEP requirements for each SPED student during classroom instruction and testing. **Strategy's Expected Result/Impact:** Teachers will know what each SPED student requires Teachers will assist students to consistently use their IEP folders **Staff Responsible for Monitoring:** S. Williams S. Serino S. Pando L. Hernandez A. Borrego D. Cordova **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Teachers are aware of domain gaps and strengths Teachers understand where to focus and how to strategically groups students. Teachers will be able to differentiate 1st and 2nd instruction based on data **Staff Responsible for Monitoring:** D. Cordova L. Hernandez S. Pando A. Borrego **TEA Priorities:** Build a foundation of reading and math	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent workshop that will educate parents on how to practice math facts (addition, subtraction, multiplication, and division) at home in a engaging manner. **Strategy's Expected Result/Impact:** Parents will be equiped with the skill to practice math facts to increase math fluency in school. **Staff Responsible for Monitoring:** M. Orozco L. Hernandez D. Cordova V. Delgado **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** supplies for events, math manipulatives, math fact flashcards, workbooks, incentives - Title I, Part A (4120) - $2,423.81	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause**: Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Goal 3: Increase student persistence

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

High Priority

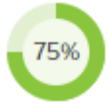
Evaluation Data Sources: campus safety scorecard
bi-semester internal audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly campus based safety audits tracked, documented, and followed up in front office binder **Strategy's Expected Result/Impact:** Campus receive a score of proficient or higher **Staff Responsible for Monitoring:** M. Munoz L. Larrazolo				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** High parent attendance **Staff Responsible for Monitoring:** M. Orozco				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards planning based on district calendar **Strategy's Expected Result/Impact:** Frontier Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by district deadline **Staff Responsible for Monitoring:** M. Orozco	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide parent workshops on anti bullying, anxiety, cyber bulling, and consequences for bullying. **Strategy's Expected Result/Impact:** Parent workshops will education parents to recognize and dangers of bullying, anxiety, cyber bulling, and consequences for bullying. **Staff Responsible for Monitoring:** M. Orozco D. Cordova L. Larrazolo **Title I:** 4.1, 4.2 **Funding Sources:** Supplies for events, parent literature, anti bullying motivational incentives, anxiety training manipulatives - Title I, Part A (4120) - $1,400	15%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Student trackers
PowerBi Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will attend PE at least twice a week including CSI students. **Strategy's Expected Result/Impact:** Students will be present and accumulate minutes more frequently. **Staff Responsible for Monitoring:** Mr. Sanmiguel Ms. Torres	40%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students are accumilating minutes to attend the end of year field lesson celebration. **Strategy's Expected Result/Impact:** Students will be invested in the goal. **Staff Responsible for Monitoring:** Mr. Sanmiguel Ms. Torres Ms. Hernandez **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1	45%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative. **Root Cause**: Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

Perceptions

Problem Statement 1: Student ADA goal not met across the school and 6 out of 7 grade levels. **Root Cause**: Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Frontier Academy will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily average attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Escalation matrix used by all stakeholders for absences and tardies **Strategy's Expected Result/Impact:** 97% daily attendance **Staff Responsible for Monitoring:** L. Larrazolo D. Pena	40%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategize activities, testing, and incentives for historically low ADA days. **Strategy's Expected Result/Impact:** 97% ADA on historically low attendance days **Staff Responsible for Monitoring:** L. Larrazolo D. Pena Grade team leaders	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers are aware of their improvement and gaps. Teachers are developed. **Staff Responsible for Monitoring:** A. Borrego L. Hernandez D. Cordova S. Pando O. Casanova A. Borrayo S. Williams **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be provided with monthly GET ratings **Strategy's Expected Result/Impact:** Teachers will have a clear understanding of their areas of strength and opportunity Teachers will have consistency in receiving feedback Regular feedback creates a psychologically safe environment **TEA Priorities:** Recruit, support, retain teachers and principals	65%	80%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Frontier Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Teachers are invested Students do not loose instructional time **Staff Responsible for Monitoring:** D. Cordova M. Orozco **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Amanda Borrayo	Interventionist		Yes

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	2	supplies for events, math manipulatives, math fact flashcards, workbooks, incentives		$2,423.81
3	3	2	Supplies for events, parent literature, anti bullying motivational incentives, anxiety training manipulatives		$1,400.00
				Sub-Total	$3,823.81
				Budgeted Fund Source Amount	$3,823.81
				+/- Difference	$0.00
				Grand Total Budgeted	$3,823.81
				Grand Total Spent	$3,823.81
				+/- Difference	$0.00

IDEA Public Schools

Hardy Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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

Demographics

Demographics Summary

We are located at 1930 Little York in Houston, Texas on the northside of the city. Our current student enrollment is 697 students which is comprised of various demographics. Our student body consists of the following:

384 male students

313 female students

556 Hispanic students

127 Black students

13 White students

Currently, we have 41 faculty and staff members for the 23-24 school year with 4 teachers being first year educators.

Our staff retention was below the district's goal of 85% with 64% of our staff returning for the 23-24 school year.

Last year 13 students received out of school suspensions.

Our end of year average daily attendance (ADA) was 92.1%.

Demographics Strengths

Our staff can identify with our students as many of the staffthe situations and challenges of our students,

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%. **Root Cause:** We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

Problem Statement 2 (Prioritized): Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language. **Root Cause:** Teachers did not receive support or training to meet the needs of EB students.

Priority Problem Statements

Problem Statement 1: Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%.

Root Cause 1: We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math.

Root Cause 2: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our special education students are not performing at 60% approaches or higher on (i.e. unit exams, quizzes, semester exams) in reading and math.

Root Cause 3: The special education teachers are not consistently providing in class support and minutes required per students Individualized Education Plan (IEP).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language.

Root Cause 4: Teachers did not receive support or training to meet the needs of EB students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Less than 85% of teachers and leaders are returning each year resulting in inconsistencies to educational program to build and maintain a high performing school.

Root Cause 5: Lack of transparency during interview stage, in addition to ineffective on-boarding of staff expectations surrounding the goals and mission of IDEA Public Schools'.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The social emotional needs of students are not being met adequately.

Root Cause 6: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 13 students were issued out of school suspension resulting in a loss of instruction totaling 54 days.

Root Cause 7: The campus did not have a tiered system to effectively manage student discipline.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The campus only had 3 family engagement events for the year.

Root Cause 8: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 24% to 26% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Assessments, Unit Assessments, Benchmark Assessments, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly planning meetings with teachers to ensure planning to mastery. **Strategy's Expected Result/Impact:** Improved student outcomes on all formative assessments, teacher observation ratings in TeachBoost **Staff Responsible for Monitoring:** Princpal and API **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct 4 "STAAR Saturdays" for families to attend interventions with their child and to receive practical practice work to reinfore previously taught skills at home. **Strategy's Expected Result/Impact:** To reinforce basic skills that require little to no support at home. I.E. multiplication charts/flash cards or grammar rules/spelling rules **Staff Responsible for Monitoring:** Content Leads for ELA and Math **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Title I, Part A (4120) - $1,000	N/A	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math. **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.
School Processes & Programs
Problem Statement 2: The campus only had 3 family engagement events for the year. **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 20% to 22% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Assessments, Unit Assessments, Benchmark Assessments, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide on-going interventions for all EB students in 2nd-5th grade after school and Saturdays using online software Ellevate. Conduct family night to provide familes resouces to practice at home. **Strategy's Expected Result/Impact:** To increase student practice in Engligh **Staff Responsible for Monitoring:** API and Principal **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** Personnel to Montior Students - Title I, Part A (4120) - $1,507.22	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language. **Root Cause**: Teachers did not receive support or training to meet the needs of EB students.

Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math. **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Student Learning
Problem Statement 2: Our special education students are not performing at 60% approaches or higher on (i.e. unit exams, quizzes, semester exams) in reading and math. **Root Cause**: The special education teachers are not consistently providing in class support and minutes required per students Individualized Education Plan (IEP).

Goal 2: Increase student persistence

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

Evaluation Data Sources: Campus score care and district pulse check

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Defining problems that exist in safety plan and current safety scorecard to ensure there is a strategy for prevention. while continuing to monitor and adapt. **Strategy's Expected Result/Impact:** Campus will proactively monitor safety protocols ensuring there is appropriate adaption to unexpected and foreseeable challenges. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	15%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: The social emotional needs of students are not being met adequately. **Root Cause**: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Goal 2: Increase student persistence

Performance Objective 2: 100% of students with parent consent will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Completed student surveys completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: During Culture Camp teachers will present bulling presentation to students enrolled the first week of school with ongoing culture presented by conselor during bi-weekly huddles. **Strategy's Expected Result/Impact:** 100% of students will engage in what bullying is and how to combat bullying on campus. **Staff Responsible for Monitoring:** Principal and APIs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 2	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 13 students were issued out of school suspension resulting in a loss of instruction totaling 54 days. **Root Cause**: The campus did not have a tiered system to effectively manage student discipline.
Perceptions
Problem Statement 2: The social emotional needs of students are not being met adequately. **Root Cause**: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Hardy Academy will achieve 95% annual attendance rate for the 23-24 school year

Evaluation Data Sources: Daily student attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitoring student attendance in real time and connect with families to problem solve with parents regarding student attendance issues. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2	20%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct Perfect Attendance Celebration for all students and their parents (2) with Perfect Attendance after each quarter **Strategy's Expected Result/Impact:** To maintain the percent of students with perfect attendance **Staff Responsible for Monitoring:** Counselor and APO **Title I:** 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** - Title I, Part A (4120) - $1,000	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%. **Root Cause**: We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

School Processes & Programs

Problem Statement 2: The campus only had 3 family engagement events for the year. **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Goal 4: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Teacher observations and ratings in TEACHBOOST

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Manager conducts weekly and monthly celebrations to staff based on data and staff attendance. **Strategy's Expected Result/Impact:** That staff feels valued and appreciated **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	30%	30%	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math. **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Perceptions

Problem Statement 1: Less than 85% of teachers and leaders are returning each year resulting in inconsistencies to educational program to build and maintain a high performing school. **Root Cause**: Lack of transparency during interview stage, in addition to ineffective on-boarding of staff expectations surrounding the goals and mission of IDEA Public Schools'.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: To ensure that all of enrollment driving goals (targets) are met by grade level

Evaluation Data Sources: STREAM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct a minimum of 2 recruitment events during the year. **Strategy's Expected Result/Impact:** That all of our classes are fully enrolled the FDOS through the 11th day. **Staff Responsible for Monitoring:** Enrollment Coordinator and APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	5%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus only had 3 family engagement events for the year. **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$1,000.00
1	2	1	Personnel to Montior Students		$1,507.22
3	1	2			$1,000.00
				Sub-Total	$3,507.22
				Budgeted Fund Source Amount	$3,507.22
				+/- Difference	$0.00
				Grand Total Budgeted	$3,507.22
				Grand Total Spent	$3,507.22
				+/- Difference	$0.00

IDEA Public Schools

Harlingen Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 22, 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: August 30, 2023

Demographics

Demographics Summary

IDEA Harlingen Academy was founded in Aug 2020 when it began serving the Harlingen community with Kinder, 1st, 2nd, and 5th-grade scholars. Our population of students this past year was 607 students of which 85% are eco-disadvantaged. 75% of our students identify themselves as Hispanic and 25% are classified as English Language Learners. 100% of our K-3rd grade teachers completed the TEA Reading Academy program. At IDEA Harlingen Academy we provide several special programs for students who qualify like 504, life skills, emergent bilingual and dyslexia programs.

Demographics Strengths

- At IDEA Harlingen Academy we have an equal representation of males and female students.
- At IDEA Harlingen Academy we have 85% of our students who identify themselves as eco-disadvantage and achieve ambitious academic results
- At IDEA Harlingen Academy we offer enrollment for Kinder-5th Grade scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 80% of Kinder-1st Grade scholars return for another school year at IDEA Harlingen Academy. **Root Cause:** 1. Lack of proactive and appropriate communication with parents 2. Lack of investment in culture process at IDEA

Problem Statement 2 (Prioritized): 93% overall of students at IDEA Harlingen Academy attend school daily **Root Cause:** 1. Lack of consistent celebrations to motivate and invest students and families 2. Lack of system and procedures for students who are consistently absent

Student Learning

Student Learning Summary

This year IDEA Harlingen Academy received a letter grade of an A with an overall 93 score as a campus. Our reading and literature instructional curriculum in Kinder-2nd grade really allows students to learn how to read by learning sounds so they are able to decode words and build fluency. We are able to provide instruction at the student's level with our Direct Instruction curriculum and keep groups smaller than 12. We consistently look at student mastery every 10 lessons to monitor their progress and adjust accordingly. Our Eureka Math curriculum in K-2 allows our students to be vertically aligned and engage in multiple ways of solving problems. Our teachers in 3rd-5th grade also align the lessons to engage students by exposing students to STAAR-level questions. Our students are provided tutoring weekly to ensure we are able to teach skills that are low mastery.

Student Learning Strengths

- At IDEA Harlingen Academy over 90% of Kinder and 2nd grade students are reading at or above grade level.
- At IDEA Harlingen Academy K-2nd grade scored over a student achievement of a 60 in their Math Final Exam.
- At IDEA Harlingen Academy we had over 90% of students become word masters in each grade level by reading and testing through our Accelerated Reader program.
- At IDEA Harlingen Academy we had 90% of students in 1st-5th grade become Math Masters and 30% became Math Genius by engaging in Dreambox lessons that are TEK based aligned.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High percent of students in each grade level are reading below grade level. **Root Cause:** Lack of systems and mechanism to identify Critical/ SPED students at the beginning of the year. Parent investment meetings are happening too late in the year.

Problem Statement 2 (Prioritized): Teachers & Students lack visibility and consistency in using data tracking systems **Root Cause:** 1. Lack of campus wide expectations in data tracking daily 2. Lack of consistent celebrations to celebrate student achievements

School Processes & Programs

School Processes & Programs Summary

At IDEA Harlingen Academy we support the development of teachers by observing them weekly, providing feedback and assigning an action step using the Guidepost for Excellent Teaching (GET) rubric and recording our information in TeachBoost. We track student achievement data weekly to allow our leaders and teachers to make data-driven decisions. After mock assessment our leaders and teachers partake in data conversations to reflect on data and strategize to ensure we can close achievement gap. At our campus we develop leaders by coaching them through our School Leadership Levers. By following the school leadership lever 6A: Leading other Leaders we are able to follow up and prioritize our progress towards goals, provide 2-way feedback and accountability. We have operating mechanisms in place to ensure we follow up daily by having huddles, tacticals, strategy meetings, and stepbacks.

School Processes & Programs Strengths

- At IDEA Harlingen Academy we assign team leaders in each grade to support with communication, organization and investment of school goals
- At IDEA Harlingen Academy we adopt our district staff cycle that includes setting goals at the beginning of the year with strong strategies and tactics, follow up with goals in our 2x2 development cycle where teachers are also able to provide feedback to their manager and managers can provide feedback to teachers to continue to finish the year strong. The 3rd and final step of our development cycle is our Annual Performance Review that allows our teachers to receive ratings for all their GET ratings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Faculty meetings are not purposeful or aligned with school-wide priorities. **Root Cause:** 1. Lack of differentiated professional development for teachers. 2. Lack of intentional PD that will tackle school-wide priorities.

Problem Statement 2 (Prioritized): Gaps in communication amongst leaders, staff, and operations. **Root Cause:** 1. Teachers and leaders are not enforcing the chain of command to re-direct teachers to the correct person 2. Grade Team Leaders cascading info inconsistently or differently.

Perceptions

Perceptions Summary

Over 90% of our current teachers at IDEA Harlingen Academy believe that this school is a Great Place To Work based on our 22-23 survey results. Our managers have done a great job of building strong relationships and providing feedback to our teachers. We can continue to improve in providing a psychologically safe environment where teachers feel safe and can balance work and life. We have struggled to retain our students and currently are at below 90% of our students returning for the 23-24 school year. Our top main reasons for students leaving our school are campus culture, moving out of the area, or transportation issues.

Perceptions Strengths

- At IDEA Harlingen Academy over 90% of teachers believe this is a great place to work
- At IDEA Harlingen Academy we retained over 85% of teachers to return for the 23-24 school year

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of opportunity for students to engage in social-emotional learning **Root Cause:** 1. Inconsistent use of MTW 2. Structured lunch time does not provide enough opportunity to socialize 3. Lacking clear system of when to implement brain breaks

Problem Statement 2 (Prioritized): Inconsistent use of behavior system and communication flowchart **Root Cause:** 1. Lacking clear expectation on communication 2. Lacking clear system for teacher followup on parent concerns

Priority Problem Statements

Problem Statement 1: 93% overall of students at IDEA Harlingen Academy attend school daily
Root Cause 1: 1. Lack of consistent celebrations to motivate and invest students and families 2. Lack of system and procedures for students who are consistently absent
Problem Statement 1 Areas: Demographics

Problem Statement 2: 80% of Kinder-1st Grade scholars return for another school year at IDEA Harlingen Academy.
Root Cause 2: 1. Lack of proactive and appropriate communication with parents 2. Lack of investment in culture process at IDEA
Problem Statement 2 Areas: Demographics

Problem Statement 3: High percent of students in each grade level are reading below grade level.
Root Cause 3: Lack of systems and mechanism to identify Critical/SPED students at the beginning of the year. Parent investment meetings are happening too late in the year.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers & Students lack visibility and consistency in using data tracking systems
Root Cause 4: 1. Lack of campus wide expectations in data tracking daily 2. Lack of consistent celebrations to celebrate student achievements
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of opportunity for students to engage in social-emotional learning
Root Cause 5: 1. Inconsistent use of MTW 2. Structured lunch time does not provide enough opportunity to socialize 3. Lacking clear system of when to implement brain breaks
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Inconsistent use of behavior system and communication flowchart
Root Cause 6: 1. Lacking clear expectation on communication 2. Lacking clear system for teacher followup on parent concerns
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Faculty meetings are not purposeful or aligned with school-wide priorities.
Root Cause 7: 1. Lack of differentiated professional development for teachers. 2. Lack of intentional PD that will tackle school-wide priorities.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Gaps in communication amongst leaders, staff, and operations.
Root Cause 8: 1. Teachers and leaders are not enforcing the chain of command to re-direct teachers to the correct person 2. Grade Team Leaders cascading info inconsistently or

differently.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase student enrollment

Performance Objective 1: Retain 90% of students at IDEA Harlingen to decrease number of open seats yearly

High Priority

Evaluation Data Sources: Persistence

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a vision for Persistence **Strategy's Expected Result/Impact:** Name clear actions that we expect to see our staff do and say **Staff Responsible for Monitoring:** School Counselor, Asst Prinicpal of Operations, Asst. Principals of Instruction, Principal	80%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop a strong Family Engagement Plan to increase # of events / grade level **Strategy's Expected Result/Impact:** Engage & invest families **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, API's, APO, SC, Principal	100%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create strong front office systems to return parent concerns within 24 hours **Strategy's Expected Result/Impact:** Address concerns in a timely manner, problem solve **Staff Responsible for Monitoring:** Receptionist, School Counselor, Teachers,	100%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase student enrollment

Performance Objective 2: Receive high-quality applications that turn into registrations

Evaluation Data Sources: Recruitment Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review enrollment plan weekly during APO Triad Check In to provide feedback **Strategy's Expected Result/Impact:** Provide push and make data-driven decisions	80%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop OPS team to determine a high-quality app **Strategy's Expected Result/Impact:** High acceptance rate at Lottery **Staff Responsible for Monitoring:** APO	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create operating mechanisms to review data and analyze weekly **Strategy's Expected Result/Impact:** Push to make data-driven decisions	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **ESF Levers:** Lever 5: Effective Instruction	70%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure 100% of SPED students are receiving their accommodations **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal	80%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create strong tracking operating mechanisms to ensure students are able to know their goals and progress **Strategy's Expected Result/Impact:** Increase student achievement and awareness to goal **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	40%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 42% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Assistant Principal of Instruction, Principal	70%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal	60%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create strong tracking operating mechanisms to ensure students are able to know their goals and progress in Domains 1-3 using our Locus Dashboard. **Strategy's Expected Result/Impact:** Increase student achievement and awareness to goal **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	5%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a tutoring schedule for TELPAS students to receive practice and feedback prior to testing **Strategy's Expected Result/Impact:** Practice the process to be able to be successful **Staff Responsible for Monitoring:** Teacher, EB point person **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Seating charts are created in each classroom to ensure Teachers are aware of their EB students and accommodations **Strategy's Expected Result/Impact:** Ensure students are provided accommodations throughout the class and not just testing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train and develop teachers to be aware of EB accommodations and strategies to support EB students **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Assistant Principals of Instruction, EB Point Person				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of HB4545 students will have parent meetings to review min expectations and tutoring schedules by the end of September 2023 **Strategy's Expected Result/Impact:** Investment from parents and increase in attendance for tutoring **Staff Responsible for Monitoring:** Teacher, Assistant Principal, Principal	N/A	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create an alternate schedule for students who cannot attend after-school tutoring (ex. iLearning, pull out, etc.) **Strategy's Expected Result/Impact:** Increase student minutes to ensure completion by end of the year **Staff Responsible for Monitoring:** Teacher, Assistant Principal, Principal	N/A	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Quarterly reports for students and parents to report minutes and progress **Strategy's Expected Result/Impact:** Inform and communicate urgency to be at 100% completion of minutes by the end of the year **Staff Responsible for Monitoring:** Teacher, Assistant Principals, Principals	N/A	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Onboard students to be aware and practice each safety protocol within the first 2 weeks of school **Strategy's Expected Result/Impact:** Increase knowledge and awareness of protocols **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a schedule to conduct drills in a timely manner **Strategy's Expected Result/Impact:** Practice drills to be aware of steps and exit **Staff Responsible for Monitoring:** Facilities Manager, APO				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide feedback to be in compliance and improve the execution of drills **Strategy's Expected Result/Impact:** Follow protocols as designed to be in compliance				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication with families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase attendance **Staff Responsible for Monitoring:** Teacher, School counselor	85%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Schedule family engagement events 1 month prior to communication to allow ample planning time for families **Strategy's Expected Result/Impact:** Increase participation and attendance of events **Staff Responsible for Monitoring:** School Counselor, Principal **Funding Sources:** - Title I, Part A (4120) - $2,695.96	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track attendance at each event with attendance and follow up with parents who did not attend **Strategy's Expected Result/Impact:** Increase parent awareness **Staff Responsible for Monitoring:** Teacher, School Counselor	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a plan to execute Anti Bullying curriculum to 100% of students by the compliance date **Strategy's Expected Result/Impact:** Ensure completion by deadline **Staff Responsible for Monitoring:** School Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a plan to execute the Safe and Smarter curriculum to 100% of students by the compliance date **Strategy's Expected Result/Impact:** Ensure completion by the deadline **Staff Responsible for Monitoring:** School Counselor	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Communicate curriculum and rationale to parents to ensure they are aware of the execution **Strategy's Expected Result/Impact:** Inform and communicate with parents **Staff Responsible for Monitoring:** Teacher, School counselor	N/A			

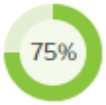
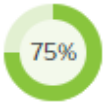
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1600. (TEC 11.253(d)(10))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create an incentive plan for students to be motivated to complete MVPA minutes **Strategy's Expected Result/Impact:** Engage and motivate students to achieve goal **Staff Responsible for Monitoring:** PE Coach, PE Co-Teacher, Assistant Principal	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a tracker to monitor progress **Strategy's Expected Result/Impact:** Celebrate growth and completion, Create urgency with students off track				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use heart monitors daily during PE class to obtain MVPA minutes **Strategy's Expected Result/Impact:** Increase # of students on track to complete 1600 MVPA minutes			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Harlingen will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow and implement ADA Escalation Matrix **Strategy's Expected Result/Impact:** Consistent communication with parents to increase attendance **Staff Responsible for Monitoring:** APO, SIS, Teacher	75%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create monthly incentives for students to make school joyous **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Teachers, Asst. Principals of Instruction, APO, School Counselor, Principal	60%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Review data and analyze weekly to make data-driven decisions **Strategy's Expected Result/Impact:** Impact data **Staff Responsible for Monitoring:** APO, SIS	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: IA: Grade levels will execute monthly incentives for students with 0-2 absences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track monthly incentives / grade level to ensure they are occurring monthly **Strategy's Expected Result/Impact:** Increase and motivate student attendance	N/A	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Communicate monthly grade level attendance events occurring via class dojo, facebook, via remin **Strategy's Expected Result/Impact:** Increase parent awareness of events	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Execute fun and safe celebrations monthly for students **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders	75%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train Lead Team and Managers on how to effectively deliver staff development cycle **Strategy's Expected Result/Impact:** Quality in facilitation of staff development cycle **Staff Responsible for Monitoring:** Principal	N/A	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Backwards plan to execute staff development cycle with 100% of direct reports **Strategy's Expected Result/Impact:** Ensure 100% of teachers are met with in a timely manner **Staff Responsible for Monitoring:** API, APO, SC, Principal	N/A	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide GET Rubric feedback bi-weekly to teachers **Strategy's Expected Result/Impact:** Provide feedback consistently **Staff Responsible for Monitoring:** API	35%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Harlingen is 100% staffed for all teacher positions throughout the 2023-24 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria	Formative			Summative
Strategy's Expected Result/Impact: Quality of candidates and retention	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principals, Principal, Hiring Managers	50%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Debrief after every interview using the tools provided to make the best sound judgment decision	Formative			Summative
Strategy's Expected Result/Impact: Quality of candidates and staff retention	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API, APO, Principal	50%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Create onboarding plan for new hires/transfers to welcome them to our campus	Formative			Summative
Strategy's Expected Result/Impact: Retain internal and new hires	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API, Principals	40%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2			$2,695.96
				Sub-Total	$2,695.96
				Budgeted Fund Source Amount	$2,695.96
				+/- Difference	$0.00
				Grand Total Budgeted	$2,695.96
				Grand Total Spent	$2,695.96
				+/- Difference	$0.00

IDEA Public Schools

Health Professions Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 19, 2023

Mission Statement

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

Vision

We IGNITE. We EMPOWER. We LEAD.

We IGNITE: Centaurs will be excited to learn about the community around them and be motivated to learn that they can achieve any goal with hard work, discipline and joy of learning.

We EMPOWER: Centaurs will embrace and lift up all cultures in our campus community and the healthcare community.

We LEAD: Our Centaurs are our future leaders, Health Care providers, athletes, and decision makers. Health Professions staff and teachers will instill leadership skills with love, joy and a multicultural education.

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**

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Comprehensive Needs Assessment

Revised/Approved: August 4, 2023

Demographics

Demographics Summary

Health Professions Academy services an East Community that comes from very diverse backgrounds. Their backgrounds have molded them to be a certain type of student and it is our job to teach those lagging skills to the student who need them the most. Our students tend to come to us below grade level and we are able to provide the small group instruction that is not provided with all education systems. IDEA Health Professions focuses on reminding students that no matter the disadvantage, no matter the obstacle, they can live out their dreams to be a Doctor, a Writer, and Artist or even a Basketball Player. We continue to inspire our student to aim high and grow academically each year. With some of our students, they need more supports with Social and Emotional learning or receive Special Education supports. That is something that we specialize in! Each child is unique and has their own best qualities. It is our job to facilitate a space where they can grow and thrive.

Demographics Strengths

Some of our strengths include but are not limited to:

Counselor and Social Emotional Learning Components: Our students have to deal with some pretty heavy things in their home lives and we help them process those emotions and build skills to cope.

Team and Family: Teachers are very close and have built relationships as if we are all family. We do the same with our students! We build strong relationships with teachers, students and our families. We believe in a family dynamic and support our campus in that way.

Family Engagement: We have several events throughout the year that we invite families are our neighborhood! These are awesome events and parents and students really love it!

Problem Statements Identifying Demographics Needs

Problem Statement 1: The inability to provide free After School Care for our families **Root Cause:** Many of our families are on fixed incomes or from single parent homes that cannot afford afterschool rates. With our Future All Stars Program, we have some option for financial assistance. We have plans to provide full and partial scholarships for students in need.

Problem Statement 2 (Prioritized): Gentrification affects our campus enrollments and persistence **Root Cause:** Our recruitment strategies have made a shift to find students further South or further East.

Student Learning

Student Learning Summary

We have some low data in Math and Reading due to the large gaps in learning. We have learned that we have a large number of students that are 2-3 grade levels behind and making sure we have Response to Intervention strategies with those students and make sure they are placer in our Critical Reading Intervention program. This program ensure that our students will be served for their academic needs. We also support our SPED students and our Emergent Bilingual students to make sure their needs are met, since they occupy a large population on our campus.

Student Learning Strengths

We were successful with our HB4545 minutes and incorporating that time into our afterschool tutoring and during our elective times. We also utilized our Summit Program duirng the school day which lead to some success for our Emergent Bilingual students and our Special Education students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low performance in Reading and Math in 3th-5th grade. **Root Cause:** Our K-5 students come to us well below grade level in Reading and Math and we typically need to close some significant gaps.

Problem Statement 2: Turnover in 3rd-5th grade teachers due to STAAR standards and high expectations of STAAR tested grade levels. **Root Cause:** With 3rd-5th grade teachers not being able to meet the expectations of high level teaching, the teachers become burnt out and end up leaving education or they move to a different grade level.

School Processes & Programs

School Processes & Programs Summary

Our campus has weekly professional development meetings and we go over testing protocols, team building, content supports and rehearsals, celebrations and expectations. We also have implemented many instructional documents that support data related to our 3rd-5th grade contents. Our Family Engagement initiatives include things like Meet the Teacher Nights, Campus Tours, movie and game nights, Black History Jamboree and Hispanic Heritage Month events and Coffee with the Principals. We also have murals throughout our campus and we plan to add 2 more murals reflecting our diverse communities.

School Processes & Programs Strengths

We are very well connected to families and we have strong relationships with students and families! We are also really strong in our communication ladder which tells the families how to get their needs met. They do not ask to speak to the principal directly, they make sure to contact teachers and APIs first. We also do a great job in our community and campus events. We always get really great turnouts for our events and have created community partnerships like Sendero Health and Austin Police Department.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Late Pick Up for our students **Root Cause:** Students are often picked up late due to transportation for parents. A lot of families depend on Cap Metro and Ubers to pick up students. We have a hard time forcing staff to stay until 5:30 pm due to the budget.

Problem Statement 2: Lack of Grant Funding **Root Cause:** We started out campus in 2019 with multiple grants and ended up losing 2 big grants. These grants provided jobs and Before and After School supports, as well as more educational programs, like Project Lead the Way. We had to get rid of these program due to the loss of Grant Funds.

Perceptions

Perceptions Summary

Our campus consists of students and families that struggle financially and are subject to non-ideal home lives. Our student come to Health Professions with a lot of academic gaps, Special Education needs and high behavioral needs. Our students need a lot of support daily on Social and Emotional skills and specific academic Interventions to close those educational gaps.

Perceptions Strengths

Some of our strengths lie in our supports our Special Education students. We currently serve 39 Special Populations and 11 504 students and their supports are specialized by content and need. They make up almost 19% of our campus and we are to meet their needs and close those educational gaps.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our families think that we do not incorporate enough fun during the school day. **Root Cause:** Our families are requesting more recess and more extracurriculars during the school day and less instruction. However, due to our low performance we have incorporated more instructional minutes

Problem Statement 2: Losing our Health Professions Class per grade level due to funding and student performance in Math and ELA. **Root Cause:** We have lost our Project Lead the Way classes, per grade level, due to funding. Parents who enrolled their students were expecting this class and we are no longer offering it.

Priority Problem Statements

Problem Statement 1: Gentrification affects our campus enrollments and persistence

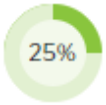
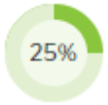
Root Cause 1: Our recruitment strategies have made a shift to find students further South or further East.

Problem Statement 1 Areas: Demographics

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 37% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All testing on computers **Strategy's Expected Result/Impact:** Students are proficient at computer skills **Staff Responsible for Monitoring:** API's			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 16% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Math will be used in multiple contents including science **Strategy's Expected Result/Impact:** Students will know simple math including being able to multiply big numbers **Staff Responsible for Monitoring:** API's	25%	25%		

No Progress

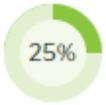
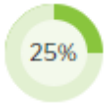
Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All students will get practice on how to take the new TELPAS assessment **Strategy's Expected Result/Impact:** Higher scores and students that are able to exit **Staff Responsible for Monitoring:** SSA/Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After school tutoring and West Wing Tutoring **Strategy's Expected Result/Impact:** Completed minutes **Staff Responsible for Monitoring:** API's	25%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hyper focus on content support with all sped students **Strategy's Expected Result/Impact:** Sped students can out perform their previous years score **Staff Responsible for Monitoring:** Sped Teachers & ELA point person	25%	25%		

No Progress

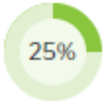
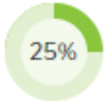
Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domain's 1-3 by using the locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** All students reach 90/60/30 **Staff Responsible for Monitoring:** API's				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accountability for the adults in charge of campus safety. Meeting deadlines prior to the actual deadline **Strategy's Expected Result/Impact:** Attaining an A for the scorecard **Staff Responsible for Monitoring:** APO	25%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Translate all event communication for our Spanish speaking families. **Strategy's Expected Result/Impact:** Families feel the campus has strong communication **Staff Responsible for Monitoring:** SSA **Title I:** 2.4, 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 **Problem Statements:** Demographics 2 **Funding Sources:** Translation Devices - Title I, Part A (4120) - $400, Family Engagement PA System - Title I, Part A (4120) - $400, 2 Ipad's - Title I, Part A (4120) - $451.52	25%	25%		

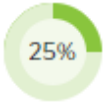
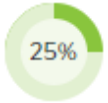
0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Gentrification affects our campus enrollments and persistence **Root Cause**: Our recruitment strategies have made a shift to find students further South or further East.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers complete this during culture camp **Strategy's Expected Result/Impact:** 100% complete by end of August **Staff Responsible for Monitoring:** SSA/Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students and Teachers will be able to track their MVPA minutes **Strategy's Expected Result/Impact:** 100% of students meet their goals **Staff Responsible for Monitoring:** Teachers	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

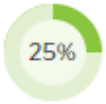
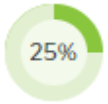
Performance Objective 2: IA & CP: IDEA Health Professions Academy will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize ADA matrix and incentives and communicate often with absent students **Strategy's Expected Result/Impact:** We hit below our magic number of 8 on a daily basis **Staff Responsible for Monitoring:** SIS	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

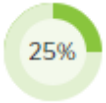
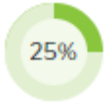
Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff complete tasks **Staff Responsible for Monitoring:** LT Members				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

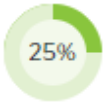
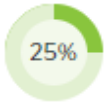
Performance Objective 2: IA & CP: IDEA is 100% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 100% of teachers stay with the campus **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Our plan is to ensure all staff, leaders and teachers have a role in calling, persistence and enrollment numbers. This is a group effort and we will only have a fully enrolled campus if we have all stakeholders supporting.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensuring all staff are in attendance at super recruitment days **Strategy's Expected Result/Impact:** All teachers Attend and have calendars preset **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: Parent Communication. We will frequently communicate with family to support all student concerns

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers will utilize parent communication tracker to ensure that teachers are making 10 calls per week **Strategy's Expected Result/Impact:** Parents have constant and effective communication **Staff Responsible for Monitoring:** Counselor	25%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	2 Ipad's		$451.52
2	2	1	Translation Devices		$400.00
2	2	1	Family Engagement PA System		$400.00
				Sub-Total	$1,251.52
				Budgeted Fund Source Amount	$1,251.52
				+/- Difference	$0.00
				Grand Total Budgeted	$1,251.52
				Grand Total Spent	$1,251.52
				+/- Difference	$0.00

IDEA Public Schools

Hidden Meadow Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: October 6, 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: October 6, 2023

Demographics

Demographics Summary

IDEA Hidden Meadow Academy is a Title 1 campus that offers quality educational programs to students in grades Kinder through 5th grade. IDEA Hidden Meadow Academy is part of one of the fastest growing charter school networks in San Antonio. Currently, IDEA Hidden Meadow Academy has a rolling enrollment in the district with 444 students.

The school's demographic includes 72% Hispanic, 13% White, 11% African American, 70% economically disadvantaged, 8% with disabilities, and 12% English Language Learners.

Demographics Strengths

Strengths of our demographics include:

- 81% Teacher Retention
- 92.11% Overall Persistence
- 87% of K-2 scholars reading on grade level

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. **Root Cause:** The lead team was not following up with high offenders throughout the school year.

Problem Statement 2 (Prioritized): 36 students did not persist with the school to the following school year. **Root Cause:** The lead team did not plan for a higher benchmark goal for EOY placement test.

Student Learning

Student Learning Summary

Reading K-2: 87% on grade level

Math K-2: To be determined

3rd Grade Reading: To be determined

3rd Grade Math: To be determined

Student Learning Strengths

- Teachers were able to create rigorous lesson plans for K-2 math and 3rd grade reading and math.
- Teachers followed the K-2 reading program to fidelity.
- Teachers in K-2 implemented the reading comprehension program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. **Root Cause:** The teachers focus more on decoding than encoding and unpacking text.

Problem Statement 2 (Prioritized): School lacks vertical alignment across contents. **Root Cause:** The school did not have operating mechanisms for the APIs and teachers to plan content together and align the material strategically.

School Processes & Programs

School Processes & Programs Summary

- 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.

School Processes & Programs Strengths

- Leaders spend 80% of their day in classroom, providing feedback to teachers and scholars.
- Teachers receive daily communication through grade level huddle, grade team leaders, school newsletters, and school calendars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school does not have a consistent system to track ADA infractions that is available to all. **Root Cause:** The school did not have an assistant principal of operations until March that was overseeing this system.

Problem Statement 2 (Prioritized): Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment. **Root Cause:** We did not have a normed escalating matrix to respond to extreme behavior concerns.

Perceptions

Perceptions Summary

Scholar persistence: 93.50%

Teacher persistence: 81%

Perceptions Strengths

- There was improvements for our Welcome to IDEA events, to explain our systems.
- We held 5 major events that were in-person for families and 11 family monthly projects.
- Principal was able to interact with more families and reach out within 24 hours for parent concerns.
- Our receptionist created a tracker to ensure all family communication was completed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families did not hear from teachers with regular communication. **Root Cause:** Teachers replaced regular parent phone calls with notes in the planner.

Problem Statement 2 (Prioritized): Scholars did not receive regular guidance lessons from school counselor. **Root Cause:** The school counselor was shared with college prep and that made the calendar tighter to incorporate regular guidance lessons within the class.

Priority Problem Statements

Problem Statement 1: K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%.
Root Cause 1: The lead team was not following up with high offenders throughout the school year.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 36 students did not persist with the school to the following school year.
Root Cause 2: The lead team did not plan for a higher benchmark goal for EOY placement test.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills.
Root Cause 3: The teachers focus more on decoding than encoding and unpacking text.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: School lacks vertical alignment across contents.
Root Cause 4: The school did not have operating mechanisms for the APIs and teachers to plan content together and align the material strategically.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: The school does not have a consistent system to track ADA infractions that is available to all.
Root Cause 5: The school did not have an assistant principal of operations until March that was overseeing this system.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment.
Root Cause 6: We did not have a normed escalating matrix to respond to extreme behavior concerns.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Families did not hear from teachers with regular communication.
Root Cause 7: Teachers replaced regular parent phone calls with notes in the planner.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Scholars did not receive regular guidance lessons from school counselor.
Root Cause 8: The school counselor was shared with college prep and that made the calendar tighter to incorporate regular guidance lessons within the class.

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: HMA achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

High Priority

HB3 Goal

Evaluation Data Sources: benchmark assessments and mock exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Each child will make growth in their exams. **Staff Responsible for Monitoring:** Principal, API, and content teacher **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. **Root Cause**: The teachers focus more on decoding than encoding and unpacking text.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: HMA will have 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 tracker by student

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist will lead tutoring during elective times, afterschool, and on Saturdays for 4545 scholars. **Strategy's Expected Result/Impact:** Scholars will improve their exam scores. **Staff Responsible for Monitoring:** Principal & Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Intervention Teacher - Title I, Part A (4120)	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. **Root Cause**: The teachers focus more on decoding than encoding and unpacking text.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: HMA will have 30% of SPED Students attain approaches in STAAR by June 2024.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED teachers will track scholar data and sub-pops strategically within the classroom and after class with exit tickets. **Strategy's Expected Result/Impact:** Increase data awareness for special pop groups and intervene as needed. **Staff Responsible for Monitoring:** Principal and 2 SPED teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: HMA Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: benchmark exams, mock assessments, end of quarter PTGS with comparison to last year's exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assess academic achievement for each student in the school in domains (1-2) using locus dashboard. **Strategy's Expected Result/Impact:** Scholars increase their data from last year. **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. **Root Cause**: The teachers focus more on decoding than encoding and unpacking text.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: HMA Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 58% to 60% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: benchmark exams, mock assessments, end of quarter PTGS with comparison to last year's exams

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: surprise walk throughs by the region

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HMA staff will be trained on safety expectations by end of August 2023 in order to follow all safety rules. **Strategy's Expected Result/Impact:** HMA staff will know our security measures and be able to share with the class and community. **Staff Responsible for Monitoring:** Principal, APO, FM **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 36 students did not persist with the school to the following school year. **Root Cause**: The lead team did not plan for a higher benchmark goal for EOY placement test.

Goal 2: Increase student persistence

Performance Objective 2: HMA 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.

Evaluation Data Sources: Meeting Log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 80% parent participation of meetings **Staff Responsible for Monitoring:** Principal, APO, School Counselor **Title I:** 4.2 **Problem Statements:** Demographics 2 **Funding Sources:** - Title I, Part A (4120) - $1,602.74	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 36 students did not persist with the school to the following school year. **Root Cause**: The lead team did not plan for a higher benchmark goal for EOY placement test.

Goal 2: Increase student persistence

Performance Objective 3: HMA will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

High Priority

Evaluation Data Sources: National Survey of program verfication

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School counselor will schedule out lessons (bullying, personal boundaries, reporting) for each grade level by October and personally deliver the lessons. **Strategy's Expected Result/Impact:** Build awareness around harmful effects of bullying and how to handle these situations **Staff Responsible for Monitoring:** Principal, School Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	N/A	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 36 students did not persist with the school to the following school year. **Root Cause**: The lead team did not plan for a higher benchmark goal for EOY placement test.

Goal 3: Increase student daily attendance

Performance Objective 1: HMA will have 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 70%.

Evaluation Data Sources: IHT Monitor Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grades 3-5 will place IHT monitors at the start of the day (vs their elective period) in order to accumulate minutes on their watch throughout the entire day. **Strategy's Expected Result/Impact:** Accumulate minutes for whole day vs only one period **Staff Responsible for Monitoring:** Principal, PE coaches **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. **Root Cause**: The lead team was not following up with high offenders throughout the school year.
Problem Statement 2: 36 students did not persist with the school to the following school year. **Root Cause**: The lead team did not plan for a higher benchmark goal for EOY placement test.

Goal 3: Increase student daily attendance

Performance Objective 2: HMA will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA daily report from SIS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Revise ADA escalation matrix to hold families accountable to absences. **Strategy's Expected Result/Impact:** Less frequent offenders **Staff Responsible for Monitoring:** Principal, APO, SIS, homeroom teachers **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A	N/A		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. **Root Cause**: The lead team was not following up with high offenders throughout the school year.

Goal 4: Increase staff retention

Performance Objective 1: HMA will have 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.

Evaluation Data Sources: SDC performance report from national team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers increase GET rubric ratings **Staff Responsible for Monitoring:** Principal, API, teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment. **Root Cause**: We did not have a normed escalating matrix to respond to extreme behavior concerns.

Goal 4: Increase staff retention

Performance Objective 2: HMA is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: staffing roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 80% of staff agree we hire quality candidates **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **Problem Statements:** Demographics 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 36 students did not persist with the school to the following school year. **Root Cause**: The lead team did not plan for a higher benchmark goal for EOY placement test.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Intervention Teacher		$0.00
2	2	1			$1,602.74
				Sub-Total	$1,602.74
				Budgeted Fund Source Amount	$1,602.74
				+/- Difference	$0.00
				Grand Total Budgeted	$1,602.74
				Grand Total Spent	$1,602.74
				+/- Difference	$0.00

IDEA Public Schools

Horizon Vista Academy

2023-2024 Campus 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.

IDEA Horizon Vista Campus Vision:

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Horizon Vista Academy is a Kinder -5th grade campus. Our goal is to ensure our scholars at the end of each year are on or above grade level in reading and math. This will ensure our scholars are well-prepared for grades 6th - 12th grade and to and through college. We offer individualized learning, critical thinking opportunities, special education services, emergent bilingual services, and a rigorous curriculum starting in Kindergarten. Our enrollment is 720+ scholars in grades Kinder thru 5th grade. Our EB population is 312 scholars in grades Kinder thru 4th grade. Our special education population is 69 scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers with little or no knowledge of IDEA culture **Root Cause:** Opportunity for coaching, development, and nurturning ideals and classroom practices.

Student Learning

Student Learning Summary

IDEA Horizon Vista Academy is currently rated a _____ campus for 22 - 23 school year. We received ___ of __ distinctions.

School	% Approaches at low cut point	% Approaches at high cut point
3rd ELA	94%	63%
4th ELA	90%	56%
3rd Math	98%	42%
4th Math	94%	57%

Accountability Rating Summary Overall

Domain I

Domain II

Domain III

Eco. Disc. 86.32%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Opportunities for improvement in special pop. programming **Root Cause:** Prioritize special populations, monitor effective stratgies, and set specific goals to ensure their success

School Processes & Programs

School Processes & Programs Summary

Horizon Vista Academy offers teachers leadership preparation through Grade Team Leader, Content Lead, and Course Leader opportunities for those teachers who are interested in developing professionally. DI teachers are given the opportunity to be Level A, B, C coaches to help coach and develop other teachers. Campus continuously plans for professional development throughout the school year one a week on campus and District trainings. Professional development is adjusted as needed to meet the needs of the campus and to develop both teachers and campus lead team. Instructional rounds help support teachers in their development. Daily lesson rehearsals help support teachers in delivering a strong First Teach. Weekly check-ins are held with teachers and co-teachers to identify most high leverage actions steps to address most pressing problem in the classroom that will positively impact student success. Instructional programs: Direct Instructional (learn to read), Wit and Wisdom (engage in different literature and genres), Eureka Math (develop math skills and critical thinking skills), Amplify Science, and Insights Social Studies.

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.

- 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: Decrese in student persistence **Root Cause:** Invest and promote a college -going culture by providing more nurturing and support.

Perceptions

Perceptions Summary

Staff Feedback:

Image Caption

Parents Feedback:

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Improve the understanding of the perceptions of key stakeholders on various projects, events, and initiatives when it comes to provide clear guidelines for data collection, such as perception surveys and attendance.

Root Cause: There is room for improvement

Priority Problem Statements

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: 3rd - 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from % 45 to 55% in Spring 2024 (HB3)

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong First Teach **Strategy's Expected Result/Impact:** Exit tickets scores are 80 or above; District assessments scores 80 or above; STAAR scores 90/60/30 **Staff Responsible for Monitoring:** APIs and Principal **ESF Levers:** Lever 5: Effective Instruction	25%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Driven Instruction **Strategy's Expected Result/Impact:** Exit tickets scores are 80 or above; District assessments scores 80 or above; STAAR scores 90/60/30 **Staff Responsible for Monitoring:** APIs and Principal **ESF Levers:** Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: 3rd - 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 45% in Spring 2024. (HB3)

Evaluation Data Sources: STAAR Math exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong First Teach **Strategy's Expected Result/Impact:** Exit tickets scores are 80 or above; District assessments scores 80 or above; STAAR scores 90/60/30 **Staff Responsible for Monitoring:** APIs and Principal **ESF Levers:** Lever 5: Effective Instruction	25%	50%		

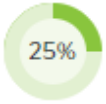
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Driven Instruction **Strategy's Expected Result/Impact:** Exit tickets scores are 80 or above; District assessments scores 80 or above; STAAR scores 90/60/30 **Staff Responsible for Monitoring:** APIs and Principal	25%	50%		

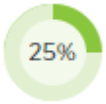
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: MOCK TELPAS ; TELPAS 2024

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Differentiate - Use multiple modalities - Lessons that involve writing, speaking, drawing, and listening, for example, give students four opportunities to deepen their understanding of the work **Strategy's Expected Result/Impact:** Scholars will receive 8 or more points on SCR and ESCR. **Staff Responsible for Monitoring:** Teachers and APIs				

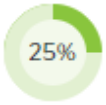
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Rich-Print Environment - anchor charts, picture word wall, translations of vocabulary words, visuals **Strategy's Expected Result/Impact:** Scholars will maintain or increase proficiency level in TELPAS Mock and TELPAS 2024 **Staff Responsible for Monitoring:** APIs and Principal				

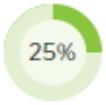
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB4545 IB Dashboard at 100% by May 2024

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards planning **Strategy's Expected Result/Impact:** Scholars meet hours by May 2024 **Staff Responsible for Monitoring:** APIs and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest parents and students **Strategy's Expected Result/Impact:** Scholars meet hours by May 2024 **Staff Responsible for Monitoring:** APIs and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Testing Accommodations implemented consistently throughout the school year. **Strategy's Expected Result/Impact:** Scholars score above 80 or higher on campus, district and state assessments. **Staff Responsible for Monitoring:** SPED inclusion teachers, APIs and Principal	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Inclusion Support **Strategy's Expected Result/Impact:** Scholars score above 80 or higher on campus, district and state assessments. **Staff Responsible for Monitoring:** SPED inclusion teachers, APIs and Principal	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars tracker their individual progress **Strategy's Expected Result/Impact:** scores 80 or above in exit tickets, campus, district and state assessments **Staff Responsible for Monitoring:** Teachers, APIs, and Principal	N/A	50%		

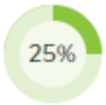
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track scholars who need achieve growth **Strategy's Expected Result/Impact:** scores 80 or above in exit tickets, campus, district and state assessments **Staff Responsible for Monitoring:** Teachers, APIs and Principal	25%	50%		

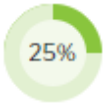
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Evaluation Data Sources: Achieve proficient or higher on monthly checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Self evaluation based on campus safety scorecard **Strategy's Expected Result/Impact:** Achieve proficient or higher on score card **Staff Responsible for Monitoring:** APO and FM				

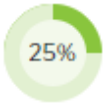
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct self checks BOY, MOY and EOY **Strategy's Expected Result/Impact:** Achieve a score 80 or higher on campus safety scorecard **Staff Responsible for Monitoring:** APO and FM				

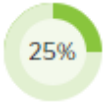
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Evaluation Data Sources: High Parent survey rating and meet student persistence goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create year long calendar of events **Strategy's Expected Result/Impact:** High Parent survey rating and meet student persistence goal **Staff Responsible for Monitoring:** APO, School Counselor and Principal				

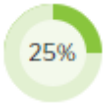
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Inform parents up to two months in advance of events via parent newsletter and Remind **Strategy's Expected Result/Impact:** High Parent survey rating and Meet student persistence goal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Evaluation Data Sources: Monthly tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create year long calendar with scheduled events **Strategy's Expected Result/Impact:** Meet goal at end of school year **Staff Responsible for Monitoring:** School Counselor and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly check-ins with School Counselor **Strategy's Expected Result/Impact:** Meet goal at end of year **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Issue watches during recess time **Strategy's Expected Result/Impact:** Increase in the number of scholars reaching their goal **Staff Responsible for Monitoring:** PE Coach	25%	50%		

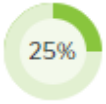
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Persistence Event - Wellness Wednesday **Strategy's Expected Result/Impact:** Increase the number of scholars reaching their goal **Staff Responsible for Monitoring:** PE coaches	25%	50%		

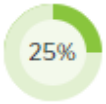
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

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

Evaluation Data Sources: Achieve ___ ADA by end of school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher contacts parents daily regarding absences **Strategy's Expected Result/Impact:** Reduce the number of absences **Staff Responsible for Monitoring:** Teacher, APOs, APIs and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Escalation Matrix to track absences **Strategy's Expected Result/Impact:** Reduce the number of absences **Staff Responsible for Monitoring:** APO and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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.

Evaluation Data Sources: 100% staff members complete all tasks at Goal setting, 2x2 and APR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold weekly check-ins with staff members **Strategy's Expected Result/Impact:** 100% staff members complete all tasks: Goal Setting, 2x2 and APRs **Staff Responsible for Monitoring:** APIs and Principal	25%	50%		

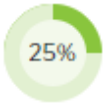
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Year Long Campus PD Calendar **Strategy's Expected Result/Impact:** 100% staff members receive professional development throughout the year **Staff Responsible for Monitoring:** APIs and Principal	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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

Evaluation Data Sources: ___staff retention by end of school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** ____ staff retention by end of school year **Staff Responsible for Monitoring:** APIs and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop teachers throughout the school year **Strategy's Expected Result/Impact:** _____staff retention by end of school year **Staff Responsible for Monitoring:** APIs and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Horizon Vista AC will be 100% fully enrolled by the 11 day of snapshot.

Strategy 1 Details	Reviews			
Strategy 1: Track and recruit at various business establishments.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Hold persistence events	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Addendums

Horizon Vista Academy

Parent School Survey
Spring 2023

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison	
A.) I know what is expected of me at work.	**4.8**	**4.7**	El Paso
		4.7	IDEA Public Schools
		4.8	Academy
Family Survey Data about School	**4.3** ▼ **0.1** since last survey	**4.4**	El Paso
		4.4	IDEA Public Schools
		4.5	Academy
Healthy Kids Here Initiative	**4.4** **0.0** since last survey	**4.3**	El Paso
		4.3	IDEA Public Schools
		4.3	Academy
Mental health and social emotional learning	**4.3** ▼ **0.1** since last survey	**4.3**	El Paso
		4.4	IDEA Public Schools
		4.5	Academy
Safety	**4.3**	**4.2**	El Paso
		4.3	IDEA Public Schools
		4.3	Academy
School safety and security	**4.5** ▼ **0.1** since last survey	**4.5**	El Paso
		4.5	IDEA Public Schools
		4.6	Academy

140 responses

A.) I know what is expected of me at work.

Your average

4.8

140 responses

Region average:	**4.7**	El Paso
District average:	**4.7**	IDEA Public Schools
Campus Group average:	**4.8**	Academy

How did people respond?

Q.1: Based on your overall experience this year at IDEA, do you plan on returning in August of 2022?

Mean: **4.8**

Family Survey Data about School

Your average

4.3

140 responses

Change

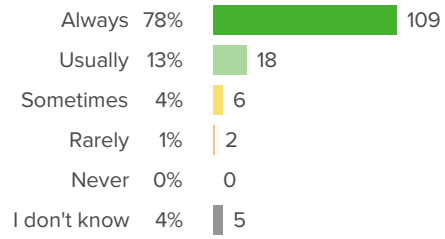
0.1

since last survey

Region average:	**4.4**	El Paso
District average:	**4.4**	IDEA Public Schools
Campus Group average:	**4.5**	Academy

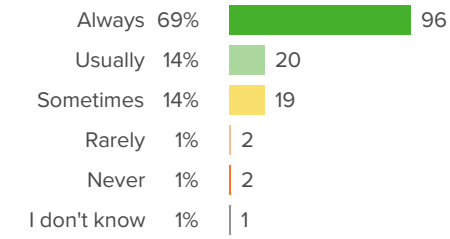
How did people respond?

Q.1: My child's school is preparing my child for college.



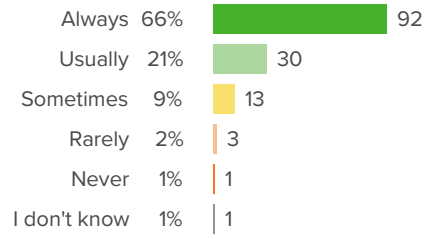
0.1 from last survey — Mean: **4.7**

Q.2: I am proud to be an IDEA parent.



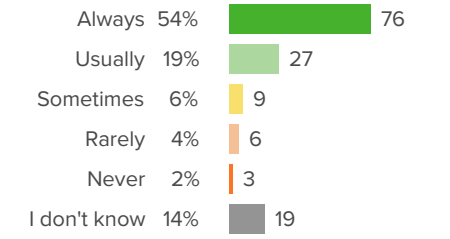
0.2 from last survey — Mean: **4.5**

Q.3: The adults at my child's school care about the students.



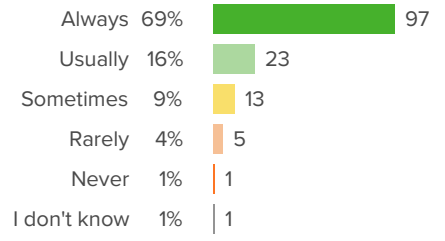
0.2 from last survey — Mean: **4.5**

Q.4: My school principal is responsive when I have questions.



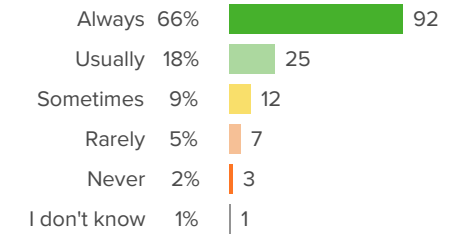
0.2 from last survey — Mean: **4.4**

Q.5: I feel welcome at my child's school.



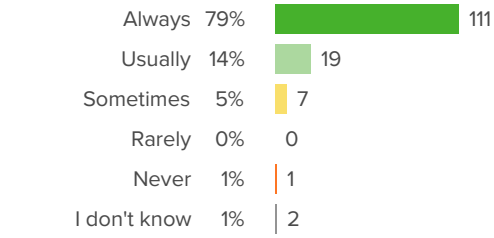
0.2 from last survey — Mean: **4.5**

Q.6: My child's school communicates well with me.



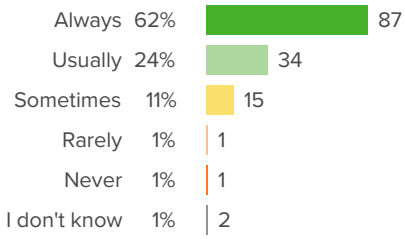
0.2 from last survey — Mean: **4.4**

Q.7: This school holds my child to high academic standards.



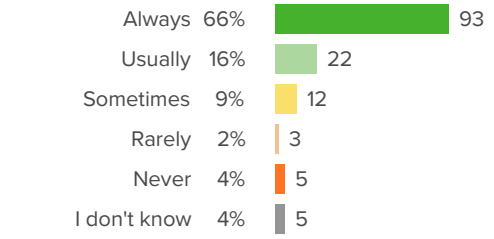
▼ 0.1 from last survey Mean: **4.7**

Q.8: My child feels safe at school.



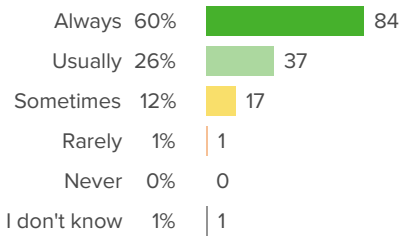
▼ 0.2 from last survey Mean: **4.5**

Q.9: I would recommend my child's school to other families.



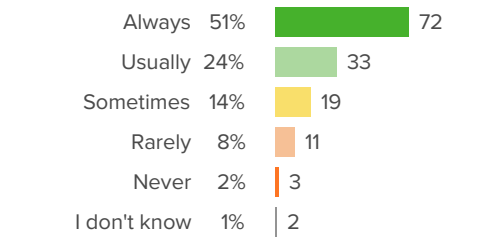
▼ 0.2 from last survey Mean: **4.4**

Q.10: My child enjoys going to school.



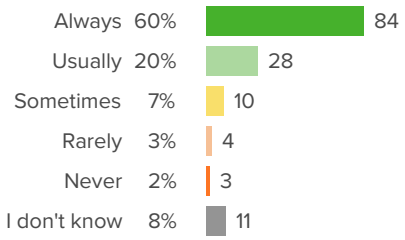
▼ 0.1 from last survey Mean: **4.5**

Q.11: The school office is well run.



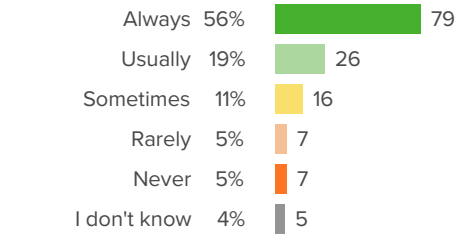
▼ 0.4 from last survey Mean: **4.2**

Q.12: This school provides materials and trainings to help parents work with their children to improve student achievement.



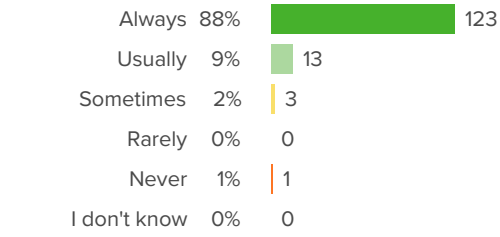
▼ 0.1 from last survey Mean: **4.4**

Q.13: The school asks parents for their opinions on the school and its programs.



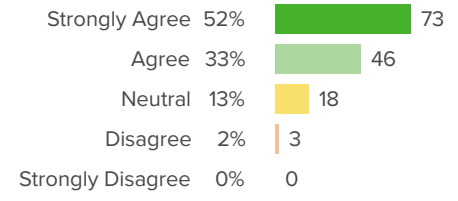
▼ 0.2 from last survey — Mean: **4.2**

Q.14: I receive information in a language I can understand.



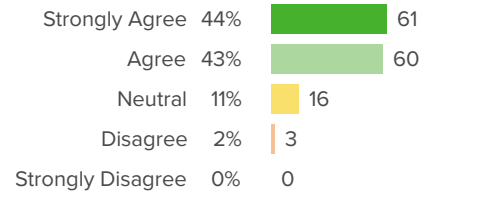
▼ 0.1 from last survey — Mean: **4.8**

Q.15: My child has a best friend at school.



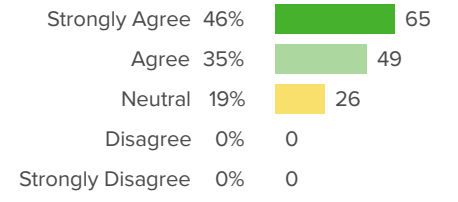
▲ 0.2 from last survey — Mean: **4.4**

Q.16: My child can find many ways around problems.



▲ 0.1 from last survey — Mean: **4.3**

Q.17: My child will invent something that changes the world.



▲ 0.0 from last survey — Mean: **4.3**

Q.18: My child is involved in at least one activity, such as a club, music, sports or volunteering.

▲ 0.3 from last survey — Mean: **2.3**

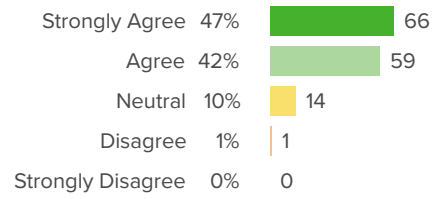
Healthy Kids Here Initiative

Your average	Change
4.4	0.0
140 responses	since last survey

Region average:	4.3	El Paso
District average:	4.3	IDEA Public Schools
Campus Group average:	4.3	Academy

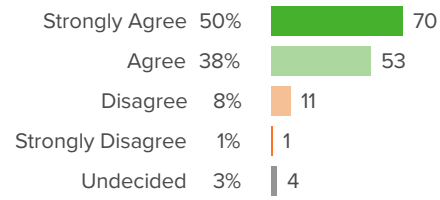
How did people respond?

Q.1: My child makes choices that are good for his/her health.



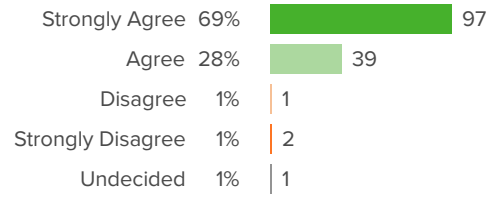
▲ 0.1 from last survey — Mean: 4.4

Q.2: I am familiar with IDEA's Healthy Kids Here Initiative.



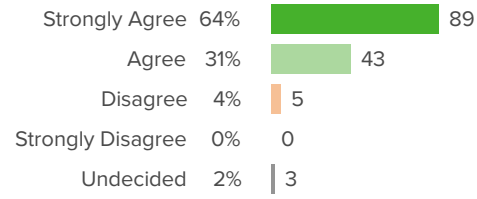
▼ 0.1 from last survey — Mean: 4.2

Q.3: My child's school promotes healthy habits on campus.



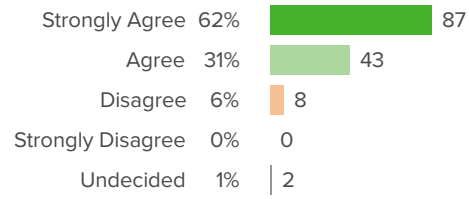
▼ 0.1 from last survey — Mean: 4.5

Q.4: My child's school keeps me informed about health and wellness programs on campus.



▲ 0.0 from last survey — Mean: 4.5

Q.5: My child's school provides information and helpful tips on ways that we can be healthier at home.



▲ 0.0 from last survey — Mean: 4.4

Mental health and social emotional learning

Your average

4.3

140 responses

Change

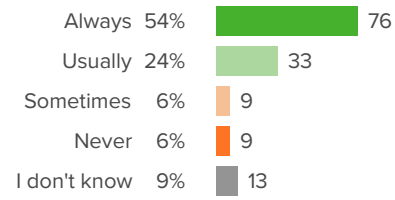
0.1

since last survey

Region average:	**4.3**	El Paso
District average:	**4.4**	IDEA Public Schools
Campus Group average:	**4.5**	Academy

How did people respond?

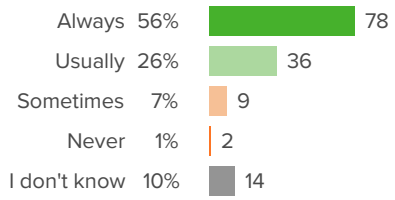
Q.1: I know how to access counseling supports for my child through school staff.



▼ **0.2** from last survey

Mean: **4.2**

Q.2: The school effectively teaches my student social emotional learning skills.



▲ **0.0** from last survey

Mean: **4.4**

Safety

Your average

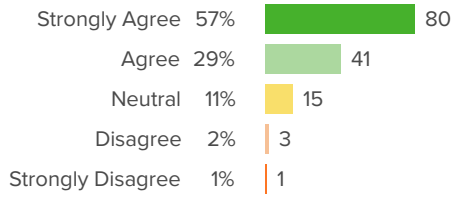
4.3

140 responses

Region average:	**4.2**	El Paso
District average:	**4.3**	IDEA Public Schools
Campus Group average:	**4.3**	Academy

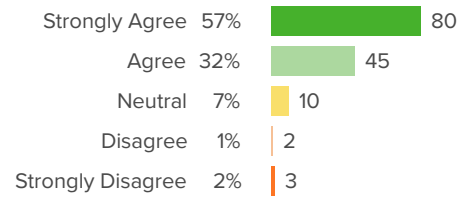
How did people respond?

Q.1: My child feels safe at school (in classroom/lunchroom/hallways/or at recess) and he/she feels they belong.



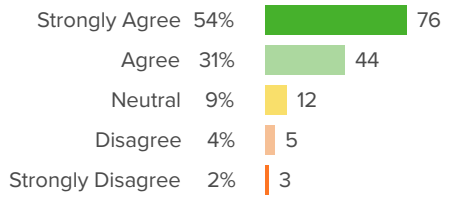
Mean: **4.4**

Q.2: I have confidence in my child's school to make decisions regarding safety.



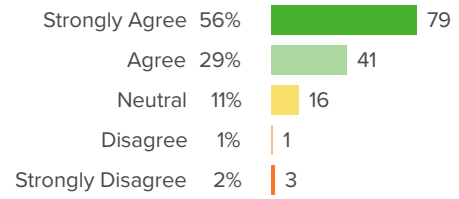
Mean: **4.4**

Q.3: I am aware of my child's school safety and security program initiatives.



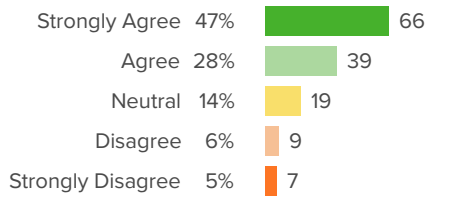
Mean: **4.3**

Q.4: I feel there are adequate safety measures and protocols in place at my campus



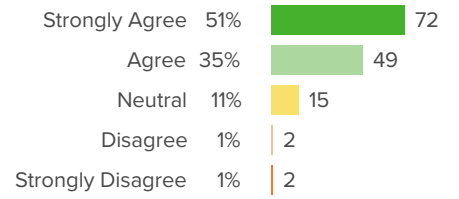
Mean: **4.4**

Q.5: I am aware that there is an anonymous tip line or hotline for reporting dangerous or unsafe behavior at this school.



Mean: **4.1**

Q.6: Overall, I feel that this school is a safe school.



Mean: **4.3**

School safety and security

Your average

4.5

140 responses

Change

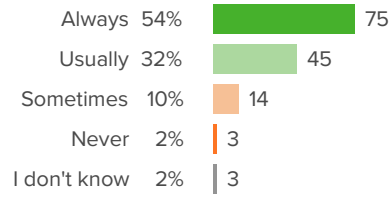
▼ 0.1

since last survey

Region average:	**4.5**	El Paso
District average:	**4.5**	IDEA Public Schools
Campus Group average:	**4.6**	Academy

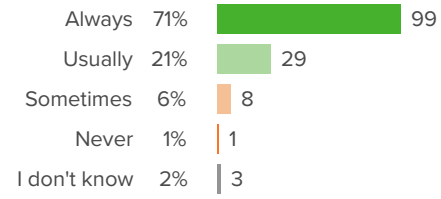
How did people respond?

Q.1: If my child reports unsafe or dangerous behavior, I can be sure that the problem will be taken care of as soon as possible.



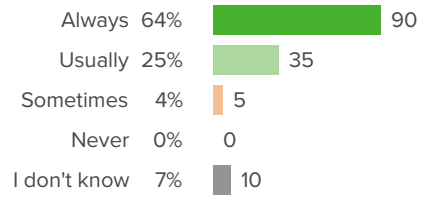
▼ **0.3** from last survey — Mean: **4.2**

Q.2: I understand the school rules and policies, and the adults in the school make sure students follow the rules.



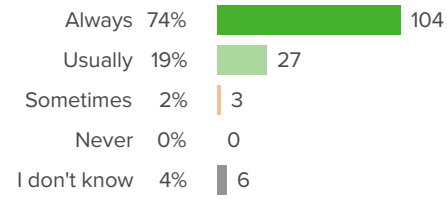
▼ **0.2** from last survey — Mean: **4.5**

Q.3: The school buildings are free of hazards that can cause accidental injury.



▼ **0.1** from last survey — Mean: **4.5**

Q.4: The school prepares my child to respond effectively during an emergency.

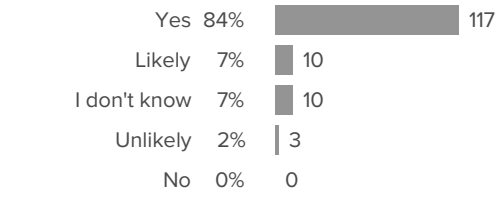


▲ **0.0** from last survey — Mean: **4.7**

Other questions

How did people respond?

Q.1: Will your child attend an IDEA school next year?



IDEA Public Schools

Achieve College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 7, 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

Demographics

Demographics Summary

IDEA Achieve College Prep is a charter school in the heart of Haltom City, TX with Grades 6-9. We stand at 406 students. We are 1 of 4 campuses of IDEA Tarrant County and the only school outside of the Fort Worth district, but very close in proximity. We are school that offers many special programs for all students. We offer a variety of athletics, Special Education, and advanced curriculum to include, but not limited, to Pre-AP and AP courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to recruit and retain students on our campus, approximately 14% choose to leave. **Root Cause:** 1. Lack of competitive programming in comparison to surrounding schools. 2. Scholars live more than 8 miles from the school, creating transportation issues.

Problem Statement 2 (Prioritized): The SPED and 504 Students score significantly less than others on mastery exams. **Root Cause:** 1. Lack of collaboration between TOR and SPED teacher on lesson planning. 2. Lack of teacher training on creating SPED accommodations for daily lessons for students.

Student Learning

Student Learning Summary

At December of 2022, Achieve College Prep was predicted to score a D Rating from Semester Exam results. By Mock exams, our students showed a 10-20 point increase in overall performance. At the end of the year our results from the previous year EOC are as follows, that lead to an overall rating that has not been determined yet. We hope the results of 6-8 ELA and 6-7 Math increase the achievement averages to reach the A rating by August 11th. The significant area of improvement post STAAR redesign lies in the masters achievement category.

March Mock Data

Math

Grade	Passing Score	Achievement Average
6 MATH	82/43/16	47
7 MATH	46/37/7	30
Algebra	67/12/1	27

Grade	Passing Score	Achievement Average
Bio	78/29/1	36
US History	67/48/17	44

ELA

Grade	Passing Score	Achievement Average
6 ELA	46/23/3	24
7 ELA	45/20/3	23
8 ELA	65/43/8	39
9 English 1	68/40/0	36

STAAR EOC Data

Biology EOC 96/75/24

Algebra EOC 81/38/11

English 1 EOC 83/69/12

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for streamlining instructional practices on campus so that students are practicing at the same level of rigor with access to differentiation. **Root Cause:** 1) Lack of academic vision and agreement from leadership/region on which processes/systems will best support development 2) Lack of streamlining for the vision of differentiation in the classroom such as small group pull-outs, push-ins, and use of tools or strategies.

Problem Statement 2 (Prioritized): There is a need to redesign the ways in which we support special education and EB scholars across contents **Root Cause:** 1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting accommodations

Problem Statement 3: There is a need to streamline data-driven instruction through monitoring and accountability to invest stakeholders in big goals **Root Cause:** 1) Lack of consistent systems to track and monitor daily data, interim data, and benchmarks by leaders and teachers 2) Lack of consistency for student accountability in monitoring progress and tracking progress toward meeting growth goals

School Processes & Programs

School Processes & Programs Summary

Our campus has a total of 3 Instructional Leaders, broken up into 3 groups: ELAR, Humanities, Math, CSI, SPED, and Science and Electives (PE, Art, Spanish). Each instructional leader manages two groups of content. The leadership team develops skills through weekly Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to follow the entire coaching cycle with their entire caseload. Professional development is held every Tuesday afternoon. The leadership team will determine our PD's from our weekly instructional coaching meetings, where we spar on trends we see, as well as the use of instructional rounds to norm on what we need to do as a team to move our campus forward. We use observations, lesson rehearsals, student work anaylsis meetings, and data tracking to support powerful teaching.

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 16 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 4 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): There is a need for a clear schoolwide vision of addressing culture in the school, classrooms, and responding to behaviors. **Root Cause:** 1. Lack of consistently executing routines and procedures to maximize the learning time. 2. Lack of consistent and least invasive positive reinforcements.

Problem Statement 2 (Prioritized): There is a need for more parent engagement and parent communication. **Root Cause:** 1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.

Perceptions

Perceptions Summary

All family engagement events are planned out during the summer. Our team plans a minimum of two events per month. Our operations team hosts several Welcome to IDEA events to ensure new families are onboarded properly. Communication for these events goes out to families via STREAM, Remind, Parent Weekly, and flyers during carline in a timely manner. Two surveys are conducted throughout the year to allow families and scholars to provide feedback regarding our school's performance. Parent participation still remains below 50%.

Perceptions Strengths

Communication is one of our strengths as a campus. Based on our Panorama survey we scored a 4.3 out of 5 on school communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students are withdrawing at high rates and due to campus culture concerns. **Root Cause:** 1. There is inconsistent follow through on a discipline matrix system from Day 1 until final day of the school year, so teachers and students are unclear on consequences for behaviors. 2. Students feel they can choose which adults to respect and which not to due to lack of consistency from classroom to classroom.

Problem Statement 2 (Prioritized): Teacher retention has declined from the previous year **Root Cause:** 1. There was a lack of staff communication with enough time to make plans and adjustments. 2. There was inequitable and inconsistent coaching and support from teacher to teacher leaving some feeling unsupported.

Priority Problem Statements

Problem Statement 1: The SPED and 504 Students score significantly less than others on mastery exams.

Root Cause 1: 1. Lack of collaboration between TOR and SPED teacher on lesson planning. 2. Lack of teacher training on creating SPED accommodations for daily lessons for students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to redesign the ways in which we support special education and EB scholars across contents

Root Cause 2: 1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting accommodations

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for a clear schoolwide vision of addressing culture in the school, classrooms, and responding to behaviors.

Root Cause 3: 1. Lack of consistently executing routines and procedures to maximize the learning time. 2. Lack of consistent and least invasive positive reinforcements.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need for more parent engagement and parent communication.

Root Cause 4: 1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students are withdrawing at high rates and due to campus culture concerns.

Root Cause 5: 1. There is inconsistent follow through on a discipline matrix system from Day 1 until final day of the school year, so teachers and students are unclear on consequences for behaviors. 2. Students feel they can choose which adults to respect and which not to due to lack of consistency from classroom to classroom.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teacher retention has declined from the previous year

Root Cause 6: 1. There was a lack of staff communication with enough time to make plans and adjustments. 2. There was inequitable and inconsistent coaching and support from teacher to teacher leaving some feeling unsupported.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to recruit and retain students on our campus, approximately 14% choose to leave.

Root Cause 7: 1. Lack of competitive programming in comparison to surrounding schools. 2. Scholars live more than 8 miles from the school, creating transportation issues.

Problem Statement 7 Areas: Demographics

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average PSAT score of 1150 or better by end of Sophomore year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process. **Strategy's Expected Result/Impact:** Increase in district assessments **Staff Responsible for Monitoring:** API for Algebra API for English **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark in English I, English II, Geometry, and Algebra II.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process. **Strategy's Expected Result/Impact:** Increase in district assessments **Staff Responsible for Monitoring:** API for Algebra API for English **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Students in 6th - 10th grade performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 69% to 75% in Spring 2024 for reading(HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing professional learning on reading strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block. **Strategy's Expected Result/Impact:** Growth in the number of "meets" on common assessments and district assessments. **Staff Responsible for Monitoring:** API Reading Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Students in 6th - 10th grade performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 60% in Spring 2024 for reading(HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing professional learning on math strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block. **Strategy's Expected Result/Impact:** Growth in the number of "meets" on common assessments and district assessments. **Staff Responsible for Monitoring:** API Math Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 100% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, speak, listen within the 70 minute lesson block. **Strategy's Expected Result/Impact:** Growth in the number of A.A. and Emergent Bilingual reach "Meets" on common assessments and district assessments **Staff Responsible for Monitoring:** API Reading API Math Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive intervention for subject they underperformed in on STAAR/EOC during their intervention or academic block. **Strategy's Expected Result/Impact:** 100% of scholars will increase their scores in reading and math. **Staff Responsible for Monitoring:** Intervention Teachers API Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Inclusion teachers will use a co-teach model to ensure that students receive the appropriate accommodations and interventions in an effective manner. **Strategy's Expected Result/Impact:** There will be an increase assessment scores in SPED population. **Staff Responsible for Monitoring:** APIs Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	40%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow school and district guidelines regarding safety with fidelity. Assistant Principal of Operations to ensure proficiency ratings on all safety drills and measures. **Strategy's Expected Result/Impact:** Our school will increase in persistence and all safety audits will be proficient or higher. **Staff Responsible for Monitoring:** APO Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School will ensure timely communication to families regarding school events to promote family engagement and attendance. A calendar of events will be created and shared with families on a monthly basis using multiple platforms.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: School will increase the parent and family participation at school wide events by 10% from last school year in order to create stronger school to home participation. **Strategy's Expected Result/Impact:** Increase of parent participation will result in increased student attendance. **Staff Responsible for Monitoring:** Principal, assistant principals, social worker, counselors, teachers, staff **Funding Sources:** Paper, pens, posters, translation devices, highlighters, table cloths, - Title I, Part A (4120) - $1,795				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will deliver the curriculum during FWOS culture lessons. **Strategy's Expected Result/Impact:** Student will understand how to be safe in the community and online. There will also be a decrease in bullying with students. **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Achieve College Prep will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow the ADA matrix and make phone calls/home visits based on ADA tracker. **Strategy's Expected Result/Impact:** Increase student ADA to meet goal. **Staff Responsible for Monitoring:** Registrar Lead Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30 minutes per day. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: MVPA minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase incentives for MTW and PE Ambassadors. **Strategy's Expected Result/Impact:** Students will see the increase in bringing joy and incentives in the programs and have a higher desire to attend school. **Staff Responsible for Monitoring:** PE Teacher Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	95%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Student achievement scores should increase. **Staff Responsible for Monitoring:** Principal and Assistant Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Achieve College Prep is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria and starting the recruitment process earlier in the year. **Strategy's Expected Result/Impact:** Improved pool of candidates for vacancies **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct and complete stay conversations with teachers and staff in the Spring. **Strategy's Expected Result/Impact:** Increased Staff Retention **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Paper, pens, posters, translation devices, highlighters, table cloths,		$1,795.00
				Sub-Total	$1,795.00
				Budgeted Fund Source Amount	$1,795.66
				+/- Difference	$0.66
				Grand Total Budgeted	$1,795.66
				Grand Total Spent	$1,795.00
				+/- Difference	$0.66

IDEA Public Schools

Ambrose & Freda Robinson College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 24, 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 2, 2023

Demographics

Demographics Summary

IDEA Robinson College Prep is located in the far West side of San Antonio, Texas.

Enrollment

- Grade 6 - 54
- Grade 7 - 65

Student Demographics

- 86% Hispanic
- 12% African American
- 12% White
- 2% Asian/Pacific Islander
- 1% American Indian

Staff Demographics

- 60% Hispanic
- 40% White

Income Status:

- 82% Low Income
- 18% Non-Low Income

Demographics Strengths

We have a diverse student population.

We increased the diversity of staff (admin, teachers, counselor)

Our average, teacher experience is 4 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL students are significantly behind peers in reading and math **Root Cause:** We did not find the right interventions for ELL students

Problem Statement 2 (Prioritized): Teacher retention is at 72% **Root Cause:** Admin did not hire the right fit candidates.

Student Learning

Student Learning Summary

From the beginning of 2022-2023 school year, our scholars have drastically increased their skill at writing. In fact, scholars in 7th grade scored 1 point higher in writing than in reading (on average). Also, we had a significant amount of scholars hit the "high" bar for potential passing on the preliminary STAAR (#1 in the region for 7th ELA and Math)

6 Grade scholars came to IDEA Robinson with only 45% passing the reading and math STAAR, with 6 analytical writing the lowest skill campus wide with only 22% mastery on essays during the October benchmark.

Student Learning Strengths

- ELA students are ahead of peers in the region and district
- Math students are ahead of peers in the region and district

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We relied on a curriculum and did not prioritize the reading and writing connection. **Root Cause:** Not enough time was spent modifying current curriculum.

Problem Statement 2 (Prioritized): Students make simple mistakes in math which throws off their thinking later on. **Root Cause:** We did not teach scholars to slow down, annotate word problems, and align numbers

School Processes & Programs

School Processes & Programs Summary

We have done a good job implementing both paper and computer instruction this school year. We have also improved upon the communication with families by implementing deliberate communication calendar.

ELA did not have the quality of homework practice that math did until later in the year. The principal and counselor were the owners and drivers of restorative practices - not all staff were aligned on what and how.

School Processes & Programs Strengths

1-to-1 technology is working very well.

Online homework for math is working well.

Athletics teams are doing well this school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Online homework for ELA did not catch up to the level that math is at. **Root Cause:** We did not prioritize ELA homework at the same rate as math.

Problem Statement 2 (Prioritized): Not all staff are proficient with restorative practices. **Root Cause:** Admin did not train staff sufficiently in restorative practices.

Perceptions

Perceptions Summary

We have improved our parent engagement this year by offering more specific events for College Prep families. For teachers, the GPTW survey shows team work is one of the campus strengths. Also, because of our safety processes, students report feeling safe on campus and are comfortable in each drill.

This year with increase teaching and planning load, only 40% of teachers reported that IDEA was a great place to work, down from 100% last year. Student retention is at 82% and staff retention is at 62% for College Prep.

Perceptions Strengths

Parent engagement in community events is at an all-time high.

Students report that they feel physically safe here at school.

GPTW survey results with “best friend at work” is 80%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student retention is at 82% **Root Cause:** I did not ensure all scholars were connected to teachers or to each other

Problem Statement 2 (Prioritized): Staff report only 40% think IDEA is a great place to work on GPTW survey. **Root Cause:** I did not find the right balance of planning/ celebrations for staff who teach multiple grades and contents.

Priority Problem Statements

Problem Statement 1: ELL students are significantly behind peers in reading and math
Root Cause 1: We did not find the right interventions for ELL students
Problem Statement 1 Areas: Demographics

Problem Statement 2: Teacher retention is at 72%
Root Cause 2: Admin did not hire the right fit candidates.
Problem Statement 2 Areas: Demographics

Problem Statement 3: We relied on a curriculum and did not prioritize the reading and writing connection.
Root Cause 3: Not enough time was spent modifying current curriculum.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students make simple mistakes in math which throws off their thinking later on.
Root Cause 4: We did not teach scholars to slow down, annotate word problems, and align numbers
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Online homework for ELA did not catch up to the level that math is at.
Root Cause 5: We did not prioritize ELA homework at the same rate as math.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Not all staff are proficient with restorative practices.
Root Cause 6: Admin did not train staff sufficiently in restorative practices.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Student retention is at 82%
Root Cause 7: I did not ensure all scholars were connected to teachers or to each other
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Staff report only 40% think IDEA is a great place to work on GPTW survey.
Root Cause 8: I did not find the right balance of planning/celebrations for staff who teach multiple grades and contents.
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
- 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
- Federal Report Card and accountability data

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
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: June 12, 2023

Goal 1: IDEA Robinson College Prep achieves an A Rating

Performance Objective 1: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong TELPAS tracking system in place **Strategy's Expected Result/Impact:** We will identify struggling students early and often. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	75%	75%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Differentiate intervention based on individual need **Strategy's Expected Result/Impact:** Each ELL scholar will receive the "just right" intervention. **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1	20%	20%	20%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL students are significantly behind peers in reading and math **Root Cause**: We did not find the right interventions for ELL students

Goal 1: IDEA Robinson College Prep achieves an A Rating

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

Evaluation Data Sources: HB4545 tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build HB4545 intervention into student's schedules using interventionist. **Strategy's Expected Result/Impact:** There will be sufficient hours to close achievement gaps. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist - Title I, Part A (4120)	75%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA Robinson College Prep achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Mock Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong data monitoring system in place **Strategy's Expected Result/Impact:** We will identify struggling students early and often. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - Title I, Part A (4120)	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted and effective in-class supports **Strategy's Expected Result/Impact:** We will provide the "just right" support. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We relied on a curriculum and did not prioritize the reading and writing connection. **Root Cause**: Not enough time was spent modifying current curriculum.

Student Learning
Problem Statement 2: Students make simple mistakes in math which throws off their thinking later on. **Root Cause**: We did not teach scholars to slow down, annotate word problems, and align numbers

Goal 1: IDEA Robinson College Prep achieves an A Rating

Performance Objective 4: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing in preparation to be College and Career ready.

High Priority

Evaluation Data Sources: Mock Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Make timely shifts in instruction to increase student performance **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	5%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Effective real time coaching of all teachers **Strategy's Expected Result/Impact:** Make timely shifts in the moment to increase student performance **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Results Driven Accountability**	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: We relied on a curriculum and did not prioritize the reading and writing connection. **Root Cause**: Not enough time was spent modifying current curriculum.

Goal 2: Increase student persistence

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

High Priority

HB3 Goal

Evaluation Data Sources: Safety walkthrough

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar all required drills well in advance **Strategy's Expected Result/Impact:** 100% compliance with both the law and district expectations **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train and follow up as needed with staff on safety measures **Strategy's Expected Result/Impact:** 100% compliance with both the law and district expectations **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 1: Strong School Leadership and Planning	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	80%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Lesson Completion Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule and train staff in advance of the lessons. **Strategy's Expected Result/Impact:** All students receive effective anti-bullying instruction **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Robinson College Prep will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will rewrite and follow an extensive ADA matrix **Strategy's Expected Result/Impact:** Hold scholars and parents accountable for attendance. **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-8th grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: MVPA tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and follow a effective tracking system for MVPA minutes. **Strategy's Expected Result/Impact:** 100% of scholars track their progress **Staff Responsible for Monitoring:** PE Teacher **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	10%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Scholars show professional growth **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	70%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teacher retention is at 72% **Root Cause**: Admin did not hire the right fit candidates.

Goal 4: Increase staff retention

Performance Objective 2: IDEA Robinson College Prep is 85% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Teachers are proficient or higher on GET by Dec. **Staff Responsible for Monitoring:** principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maintain consistent support and coaching **Strategy's Expected Result/Impact:** 100% of staff feel supported and professional developed **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 2	85%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Teacher retention is at 72% **Root Cause**: Admin did not hire the right fit candidates.

Goal 5: Increase student enrollment

Performance Objective 1: 100% Enrollment by the 10th day of school.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and follow solid recruitment plan involving all students **Strategy's Expected Result/Impact:** increase the amount of school applications **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach all staff around a compelling recruitment pitch **Strategy's Expected Result/Impact:** each staff receive applications for the school **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Student retention is at 82% **Root Cause**: I did not ensure all scholars were connected to teachers or to each other

State Compensatory

Budget for Ambrose & Freda Robinson College Prep

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Ambrose & Freda Robinson College Prep

Name	Position	FTE
Emma Tapia	Interventionist	1

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Interventionist		$0.00
1	3	1	Interventionist		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$85,000.00
				+/- Difference	$85,000.00
				Grand Total Budgeted	$85,000.00
				Grand Total Spent	$0.00
				+/- Difference	$85,000.00

IDEA Public Schools

Bluff Springs College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 1, 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: August 2, 2023

Demographics

Demographics Summary

Bluff Springs College Prep launched in 2016 with 6th grade. Since then, we have become a full-scale campus serving 657 students, 6th to 12th grade. We are an open-enrollment primary campus in the South Austin area. 84.96% of our students have been identified as economically disadvantaged. Our student population comprises 84.53% Hispanic, 6.45% White, and 6.73% Black.

Hispanic - Latino 84.53%

American Indian - Alaskan Native .29%

Black - African American 6.73%

White 6.45%

Two-or-More .43%

Native Hawaiian - Pacific Islander - 0

Demographics Strengths

We are able to serve our bilingual students. Our Hispanic population performs best compared to all our other populations. Our teachers support our hispanic students by using the CSI program. Our teachers also support our EB students with a vast of bilingual strategies such as visuals to improve their understanding.

In addition, despite demographics, all students were able to graduate with a High School diploma. We also had 100% college acceptances.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SpEd students are not closing the achievement gap in state assessments. **Root Cause:** 1. Teachers are not trained in how they can best support the needs of the SpEd students and they don't follow a consistent schedule of services.

Problem Statement 2: Daily student attendance is lower than our goal of 97% **Root Cause:** Lack of ADA mechanisms and follow up from leadership.

Student Learning

Student Learning Summary

We earned a rating of a B campus for the 2021-2022 school year. Our scholars are also meeting the requirement from the state of Texas for the percent of scholars making growth from year to year by hitting their growth goal indicators.

STAAR Performance

The 2021-2022 STAAR administration gave us an opportunity to measure the gains and looses that occurred in the 2021-2022 school year. Using 2018-2019 as a baseline comparative year, we were able to identify strengths and areas of improvement. The 2021-2022 STAAR Administration and preliminary results from this school year then showed the effectiveness of the strategies and efforts that took place.

Successes:

The 2021 to 2022 overall data landed at the Approaches 73%, Meets levels 45% and Masters levels 21%. These results are nearing the previous 2019 levels and closed many gaps. During the 2022 STAAR administration, IDEA Bluff Springs CP was able to show higher maintain the Master's level for 6th though 8th grade exam, which were the only grade levels we have in 2019; the scores differed but seven points in Approaches and five points in Meets. With 2022 STAAR Administration, there was an increase of 2% in Approaches and 5% in Masters for 6th grade Reading and a increase of 9% in Approaches and 12% in Masters for 7th grade Reading.

Areas for Improvement:

Math continues to be an area of improvement which currently show approximately a 13% gap in Approaches levels in 6th grade math, 13% gap in 7th grade Math, and 9% in Algebra I to reach levels of performance for 2018-2019.

Diving deeper into historical data trends showed that 6th and 7th grade Math are areas of slowest growth and has not recovered quickly when compared to other grade levels and subjects. 8th grade Science and Social Studies also have not recovered since before the pandemic compared to the 2019 and 2022 STAAR exams with an Approaches gap of 16% in Social Studies and 13% in Science.

College, Career, and Graduation:

Scholars have multiple opportunities to complete their TSI testing starting in 9th grade. All 2023 seniors completed their TSI testing in May 2023.

CCRM rates:

The 2022-2023 school year is Bluff Springs CP's first graduating class. 100% of scholars have met the IDEA graduation requirements and are headed to college in Fall 2023.

Student Learning Strengths

Student Learning Strengths:

- Large percentage of scholars met their growth goals in Reading and Math
- Increase in middle school ELA scores on the 2021-2022 STAAR compared to the pre-pandemic levels on the STAAR- 2019
- Continued high level College and Career Readiness performance
- 100% of scholars matriculate to college for the first graduating class- 2023
- Over seven million dollars in scholarships

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction. **Root Cause:** Lack of training teachers on creating and managing hotlists earlier in the year to target students.

Problem Statement 2: Lack of holding 100% of teachers accountable to aggressive monitoring on a daily basis as well as how to use the data from these systems real-time to course correct. **Root Cause:** Teachers were trained late by leaders on aggressive monitoring and leaders did not follow up to coach to mastery.

Problem Statement 3: More than 15% of each grade level did not pass the state assessments for reading and/or math **Root Cause:** Inconsistent lesson plan mechanisms for creation submission and revision.

School Processes & Programs

School Processes & Programs Summary

At IDEA Bluff Springs CP we develop instructional leaders through daily on-the-spot real-time coaching, professional development tracks such as Coaching Academy, and by using our school leadership levers to self-rate and give feedback. In order to support powerful teaching and learning, we provide feedback through Teachboost, campus-led professional developments, and real-time coaching opportunities for all staff. We provide professional development every Monday to improve professional growth. Communication is provided by utilizing team, email, and huddles. Organizational tools such as Outlook calendar are used to improve the completion of tasks and to ensure 100% productivity. Support services such as extracurricular activities are provided such as UIL, tutorials, and sports. Technology integration is used daily.

School Processes & Programs Strengths

Between staff members both teachers and administrators focus on providing training on how to provide respectful but direct feedback and how to resolve conflicts internally whether it's one on one or mediated by another staff member.

Mediated conversations and repaired relationships to foster team and family.

Acting with integrity and ensuring all conversations happening on campus are respectful even if the person isn't present in the room.

Emphasize that fostering effective work relationships ensures that equity in feedback is upheld.

Empower three teacher leader positions to support formally new or struggling staff members.

CTL

· Monthly content meetings (minimum).

· 1-1 Meetings or Huddles when needed for content support.

· Stronger emphasis on team and family support in coaching.

o CTL Observations (if they have time)

o Lesson Planning Feedback (Unlikely to be weekly but should be provided by CTLs as well).

GTL

· More formal email communications on hot-ticket items.

· Consistent grade team meetings.

· Culture Driven Huddles

- Provide space and time for Teachers to feel heard and feedback provided to both GTL and Administrator.

Mentor

· Veteran teacher to provide insight on IDEA policies and procedures.

· Also responsible for 1-1s and huddles before or after school.

· Should be separate from CTL/GTL and in the same content if possible.

Ensure that weekly or bi-weekly check-ins do occur and that GET ratings are documented and discussed by APIs or CTLs.

Emphasize that fostering effective work relationships ensures that equity in feedback is upheld.

Create opportunities for the Team & Family to organically organize outside of work to build relationships and find emotional support.

o Foster Joy in the work environment by providing more on-campus joy.

o Revamp upstairs the Teacher Breakroom and stock it with even just a little bit of utensils/plates/K-cups similar to how the break room is downstairs.

o Shoutouts on Fridays continue but will be more consistently led.

o Birthday acknowledgment and encouraged staff positive feedback.

Problem Statement 1 (Prioritized): Lack of leadership capacity to coach, train and follow up with teachers. **Root Cause:** Lack of knowledge of APIs and coaching from Principal. Principal did not invest time on leader developmemt.

Problem Statement 2: Lack of joy and celebrations across the campus **Root Cause:** Inconsistency of culture of joy due different believes and approaches by the different leaders.

Perceptions

Perceptions Summary

In assessing how well we conduct business at IDEA Bluff Springs, we have emplyed various methods such as survey's and interviews to gather valuable feedback. These survey's were conducted professionally and in a timely manner, ensuring that we captured relevant insights. However, there is a sentiments among stakeholders that providing feedback to the organization feels challenging, as it seems more focused on business interests rather than prioritizing the students' best interests. On a positive notes, there is active parent engagement at the school campus, indicating a level of involvement and support from families. Nevertheless, it is crucial to acknowledge that the culture at IDEA Bluff Springs may be perceived as problematic, with concerns raised about a lack of accountability among students. However, it is worth noting that the belief within the organization remains steadfast that 100% of studnets should have the opportunity to pursue higher education. It is important to address these concerns and align our practices without mission to ensure the success of all our students.

Perceptions Strengths

IDEA Bluff Springs demonstrates several strengths in response to the perceptions mentioned. Firstly, the school excels in maintaining constant communication with parents regarding campus events, ensuring that families are well-informed and engaged in their children's education. Additionally, the schools is adept at perceiving the needs of both students and staff members, actively meeting with them to provide necessary support and fostering a growth-oriented environment. The strong parent engagement observed at campus events reflects the schools' success in fostering a collaborative partnership with families, which is crucial for student success. Moreover, IDEA Bluff Springs prioritizes preparing students for college, aligning with the belief that every student should have the opportunity to pursue higher education. This commitment to academic advancement is commendable and sets a solid foundation for the students' future. Finally, the school holds staff meetings focused on improving the school culture, indicating a proactive approach to fostering a positive and inclusive environment for all stakeholders. These strengths demonstrate IDEA Bluff Springs' dedication to providing a well-rounded education and nurturing the overall development of its students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistency with a culture of high expectations for students at IDEA Bluff Springs. **Root Cause:** Lack of a strong culture camp and culture rounds that will follow up and determine culture pression problems to be solved..

Problem Statement 2: Inconsistency with a culture of high expectations for teachers at IDEA Bluff Springs. **Root Cause:** Lack of a strong culture and management due to lack of training from leaders at BOY.

Priority Problem Statements

Problem Statement 1: SpEd students are not closing the achievement gap in state assessments.
Root Cause 1: 1. Teachers are not trained in how they can best support the needs of the SpEd students and they don't follow a consistent schedule of services.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction.
Root Cause 2: Lack of training teachers on creating and managing hotlists earlier in the year to target students.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of leadership capacity to coach, train and follow up with teachers.
Root Cause 3: Lack of knowledge of APIs and coaching from Principal. Principal did not invest time on leader developmemt.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Inconsistency with a culture of high expectations for students at IDEA Bluff Springs.
Root Cause 4: Lack of a strong culture camp and culture rounds that will follow up and determine culture pression problems to be solved..
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

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

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)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Exceed performance objectives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host ACT Bootcamp Sessions for Students **Strategy's Expected Result/Impact:** Students will practice how to test under time limit and they will receive more opportunities to bring up their scores. **Staff Responsible for Monitoring:** Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Literacy Support In all Contents **Strategy's Expected Result/Impact:** Students will practice their writing and reading skills in all subjects to ensure they practice with English which is the lowest mastered area on ACT. **Staff Responsible for Monitoring:** Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Additional TSI tutorial support class **Strategy's Expected Result/Impact:** Students will receive additional support with TSI with the intention to close the academic achievement gap. **Staff Responsible for Monitoring:** Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	✗	✗	✗	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Add more opportunities for students to test TSI **Strategy's Expected Result/Impact:** Students will become more familiar with the TSI as they test more, they will feel more comfortable and this will improve their scores. **Staff Responsible for Monitoring:** Ivan Escareno DCC and TSI teacher Ms. Nava	55%			

0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: ICP 6-8th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024 (HB3)

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial classes will be offered to support our students to close the reading gap. **Strategy's Expected Result/Impact:** Students will receive support to improve their scores from 40-50% **Staff Responsible for Monitoring:** 6-8th ELA teachers and ELA API Jeane Collier				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train families at Family Math/Reading Strategy Night **Strategy's Expected Result/Impact:** Increase parent education with reading/ math skills **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Math/ Reading resources - Title I, Part A (4120) - $1,433				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP- 6-8th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial classes will be offered to support our students to close the math gap. **Strategy's Expected Result/Impact:** Students will receive support to improve their scores from 40-50% **Staff Responsible for Monitoring:** 6-8th Math teachers and Math API Sandra Huerta	✗	✗	✗	

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS practice exams and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TELPAS practice clinics will be offered for all our EB students. **Strategy's Expected Result/Impact:** Students will be able to practice for TELPAS exams as teacher differentiate and close gaps in clinics. **Staff Responsible for Monitoring:** EB Teachers and EB API Sandra Huerta	35%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Small groups will be targeted daily to close the HB4545 min requirements. **Strategy's Expected Result/Impact:** All scholars will meet the requirements of HB4545 as they attend the small group intervention sessions. **Staff Responsible for Monitoring:** Fisk and Sandra Huerta	5%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teachers will receive individual students scores to target specific needs by small group instruction in tutorial sessions. **Strategy's Expected Result/Impact:** All teachers will use trackers to track HB4545 progress and provide small group instruction in tutorial sessions. **Staff Responsible for Monitoring:** APIs Jeane Collier and Sandra Huerta	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED teachers will support using IEP accommodations and modifications in order to close the achievement gaps.	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SPED teachers will track exit tickets to identify gaps and students will use individual trackers to check progress. **Strategy's Expected Result/Impact:** Tracking will improve test scores. **Staff Responsible for Monitoring:** SPED teachers and API Jeane	85%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily exit ticket data tracking **Strategy's Expected Result/Impact:** All teachers will track student data daily using exit tickets. **Staff Responsible for Monitoring:** APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: ICP: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent communication using social media platforms such as Facebook Page. **Strategy's Expected Result/Impact:** Parents will be communicating with school and know about all the school events. **Staff Responsible for Monitoring:** APO Jessica Potts and School Counselor Ms. Cutno	85%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent Weekly sent every Friday to update parents with school news. **Strategy's Expected Result/Impact:** Parents will be informed with details of school news by reading weekly **Staff Responsible for Monitoring:** APO Jessica Potts and School Counselor Ms. Cutno	75%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: Parent attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate parent meetings on a regular basis and timely manner **Strategy's Expected Result/Impact:** Parent assistance will increase. **Staff Responsible for Monitoring:** Cutno will support with Facebook page	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Translate events into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** Increase parent participation **Staff Responsible for Monitoring:** Principal and School Counselor **Title I:** 2.4, 4.2 **Funding Sources:** Paper for copies, laptop for QR Codes - Title I, Part A (4120) - $1,500.40	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
Strategy 1: Participate in Anti-Bullying Campaign **Strategy's Expected Result/Impact:** Parents and students will receive information on Anti-Bullying Campaign **Staff Responsible for Monitoring:** Ms. Cutno and Mr. Rudy School Counselor and Social Worker	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Teachers will be trained on Anti-Bullying **Strategy's Expected Result/Impact:** Teachers and students will receive information on Anti-Bullying Campaign **Staff Responsible for Monitoring:** Ms. Cutno and Mr. Rudy School Counselor and Social Worker	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Bluff CP will achieve a 97% annual attendance rate for the 23-24 school year

Evaluation Data Sources: ADA daily trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will own a grade level to track daily homeroom attendance and make calls ADA daily to improve attendance. **Strategy's Expected Result/Impact:** Improve ADA by making daily calls **Staff Responsible for Monitoring:** All leaders 6th- Cutno 7th-Huerta 8th-Guerra 9th-Collier 10th- Rudy 11th- Juliann 12th- Ivan				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ADA incentives such as movie night/ recess/ free dresscode **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** Teachers and all leaders	95%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: MVPA trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches will receive training on how to better support the students who are low in minutes. **Strategy's Expected Result/Impact:** Students low in min will have flexibility with lessons to improve their minutes **Staff Responsible for Monitoring:** MS and HS coaches Coleman and Randle	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily MVP minute tracking **Strategy's Expected Result/Impact:** PE coaches will identify and help students who are off track with min by providing extra activities **Staff Responsible for Monitoring:** PE coaches Coleman and Randle	65%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan yearly scope and sequence of professional development **Strategy's Expected Result/Impact:** Teachers will have the opportunity to learn different skills and practice to help them grow professionally.. **Staff Responsible for Monitoring:** Principal Guerra and all lead team depending on topic.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide GET Better Faster Clinics to support new and struggling teachers **Strategy's Expected Result/Impact:** Support our new and struggling teachers with GET better faster skills such as the BIg 8 **Staff Responsible for Monitoring:** Principal, APIs, and DCC				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Managers provide feedback and PD/ coaching for each staff member through SDC cycle. **Strategy's Expected Result/Impact:** 2A, 2B, 2C coaching cycle ensuring weekly check-ins for new teachers, STAAR/ EOC teachers and Bi-weekly check-ins to veteran teachers Support all teachers as needed with coaching and all other support to help them improve and to close teaching gaps. **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Bluff Springs CP is 100% staffed for all positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lesson Rehearsals **Strategy's Expected Result/Impact:** APIs will help new and struggling teachers by doing lesson rehearsals to help them improve their teaching strategies **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide weekly lesson plan feedback to all teachers **Strategy's Expected Result/Impact:** Teachers will receive training and support with lesson planning **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Recruit and hire high quality staff members per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Recruit and hire high quality teachers by observing them deliver lessons and analyze resumes/ data/ results **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.				

 No Progress Accomplished Continue/Modify Discontinue

School Processes and Program

Committee Role	Name	Position
Administrator	Gisella Guerra	Principal
Classroom Teacher	Antwinesha Walter	SPED teacher
Classroom Teacher	Julia Garcia	CSI - Interventionist Teacher
Classroom Teacher	Randi Childress	SPED RISE Teacher
Classroom Teacher	William Webb	Elective Teacher

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Math/ Reading resources		$1,433.00
3	2	2	Paper for copies, laptop for QR Codes		$1,500.40
				Sub-Total	$2,933.40
				Budgeted Fund Source Amount	$2,933.40
				+/- Difference	$0.00
				Grand Total Budgeted	$2,933.40
				Grand Total Spent	$2,933.40
				+/- Difference	$0.00

Addendums

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: IDEA Public School

Campus Name: IDEA Bluff Springs College Prep

Meeting Location: Cafeteria

Meeting Date: September 1, 2023

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Rachel Purvis	Parent	one-texan@msn.com	Rachel Purvis
Renee Cotto	parent	737-356-8025	Renee Cotto
Carlos Saenz	Parent	512-294-3359	Carlos Saenz
Andrea Jenkins	Parent Parent	512-762-5579	Andrea Jenkins
Jocelyn Vera	Parent	512 504 6198	Veronica R.

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IDEA Bluff Springs Public Meeting
Review Campus Needs and Improvement Plan

Campus: IDEA Bluff Springs

Date: September 1, 2023

Time: 5:00 pm

Location: Cafeteria

Invited: Families, community, and staff of <<insert school name>>

Purpose: Share our campus successes and areas for improvement from last year and get your feedback on our plan for improving this year.

Agenda

Time	Topic	Notes
5:00	Welcome!	Principals and administrators introduce themselves and welcome parents
5:05	Purpose of a Needs Assessment and Campus Improvement Plan	Our Campus must consult with a broad range of stakeholders, including parents, school staff, and others in the community, to understand students' most pressing needs and their root causes.
5:10	Review our successes and opportunities from last year. (Overview of Needs Assessment) Including: 1. STAAR a. Domain I b. Domain II c. Domain II	Success: Met TELPAS Goal Student Achievement Overall Score TBT-Campus School Bio/ 7th ELA/ US History Data

	d. Special Populations 2. AP/IP	100% of our students matriculated thus far to the college of their choice. Opportunities TSI and ACT scores Increase ADA Increase Math Scores/ELA EOC
5:20	Share areas for improvement and priority needs	Increase Average Daily Attendance because it has declined over the past two years ♣ Incrementar la asistencia diaria del alumno ya que ha disminuido en los años anteriores
5:40	Share our goals, objectives, and strategies for this year	100% of Students will matriculate to the College of their choice. ♣ 100% de los estdudiantes matriculará en la Universidad de su preferencia ♣ Be rated as an "A" Campus by TEA ♣ TEA nos calificará con una una "A" ♣ 90% of our students will return to Bluff Springs next school year ♣ 90% De los estudiantes regresarán el próximo año escolar ♣ 97% Average Daily Attendance ♣ El estudiante asistirá por lo menos el 97% del tiempo
5:50	Hear feedback, questions, and comments	Feedback given- Tutorial recommendations for students

		who didn't pass STAAR or EOC ADA recommendations such as incentives for students who have good attendance.

IDEA Public Schools

Brackenridge College Prep

2023-2024 Improvement Plan

Accountability Rating: B

Public Presentation Date: August 24, 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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Priority Problem Statements

Problem Statement 1: Excessive general absences and habitually absent students impacted our ADA.
Root Cause 1: ADA fell below 94% for overall YTD ADA.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Inconsistent attendance for tutorials, study circles and enrichment. Parents pulling scholars out early on tutoring days.
Root Cause 2: Staff gap in sharing rationale and purpose for tutorials have created a gap in parent investment in the extra help necessary for student success.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff feedback for systems, mechanisms and procedures not consistent which results in gaps in planning and roll out.
Root Cause 3: We do not have an established feedback procedure for new mechanisms, procedures or systems.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Perceived quality of student culture named from difference between schools, grades and classrooms.
Root Cause 4: Admin expectations for culture components not held consistently across classroom, grade level and campuses.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parent participation has declined at events, surveys and newsletters.
Root Cause 5: Lack of communication with parents, students and staff regarding campus processes, procedures and events.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Scholar mechanisms for screen to scratch inconsistent.
Root Cause 6: Gaps in student annotations with computer based assessments not identified early enough to create solid plans for roll out and practice.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Admin is consistently slow to roll out student related communication and event communication with staff.
Root Cause 7: Our newsletter does not include specific logistics info on upcoming events. This results in lead team not rolling out details until a few days before an event.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We are not a school system that supports EB students effectively.
Root Cause 8: Instructional team is not aware of the vision, rationale and components we utilize to support language acquisition through the immersion method.

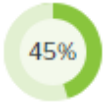
Problem Statement 8 Areas: Perceptions

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)

Evaluation Data Sources: ACT exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Friday adjusted groupings to ensure strategic ACT tutoring. **Strategy's Expected Result/Impact:** Avg ACT score of 21 or higher. **Staff Responsible for Monitoring:** DCC, CC, Testing Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools		N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

Evaluation Data Sources: TSI exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Adjusted Friday Schedules to tutor and test strategic TSI groups. **Strategy's Expected Result/Impact:** 80% or higher TSI exempt **Staff Responsible for Monitoring:** DCC, CC, teachers facilitating groups **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	50%	N/A	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Telpas Testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Morning TELPAS tutoring through TELPAS exam. **Strategy's Expected Result/Impact:** 36% of TELPAS students meet their growth goal. **Staff Responsible for Monitoring:** API, Testing Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Morning Rosetta Stone and Language tutoring (reading, writing and speaking) **Strategy's Expected Result/Impact:** 36% or more increase in TELPAS data **Staff Responsible for Monitoring:** Testing Coordinator and Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Power School Minutes logged

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: H4545 attendance tracker review during API check in and weekly lead team tactical. **Strategy's Expected Result/Impact:** Will ensure 100% of scholars fulfill their required minutes. **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly SpEd data tracking and tutoring pullouts to decrease tutoring group sizes. **Strategy's Expected Result/Impact:** Increased SpEd performance **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Daily ET data; Formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will track daily ET's, Weekly Assessments, Unit tests, Mock and Semester Exams to ensure PTG is met. **Strategy's Expected Result/Impact:** Planning re-teaches, tutorials and recursive review. **Staff Responsible for Monitoring:** API **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools	50%	N/A	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

High Priority

Evaluation Data Sources: Weekly door checks; monthly safety audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Co-door sweeps using security officer weekly with FM. (team work) **Strategy's Expected Result/Impact:** Consistency checking doors. **Staff Responsible for Monitoring:** FM, Security officer, APO	50%			

 No Progress Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: Event Sign-in documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly SC check-in to ensure all engagement events not only take place but are marketed effectively. **Strategy's Expected Result/Impact:** Parents have a variety of events to participate and engage with the campus. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools	45%			

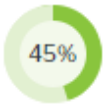
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: New to IDEA student cohort swag; Supplies for monthly parent engagement event New to IDEA cohort swag to be distributed by October 5th at New to IDEA family meet and greet. Supplies needed for October 16th - Report Card Night. **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

Evaluation Data Sources: Tracker submission for sessions completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Whole campus SSS presentation time. **Strategy's Expected Result/Impact:** 100% of campus will complete SSS presentation at the same time. **Staff Responsible for Monitoring:** Campus Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

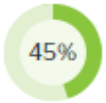
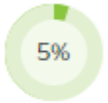
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Brackenridge College Prep will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly ADA grade level celebrations tied to perfect attendance. **Strategy's Expected Result/Impact:** Allows staff and students to see, discuss and improve weekly and daily ADA data. **Staff Responsible for Monitoring:** Teachers, grade team leaders, registrar, APO and Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 per year. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE teacher will report out minutes to manager each week with OCS framework. **Strategy's Expected Result/Impact:** Ensure solutions are found weekly so that all students meet goal. **Staff Responsible for Monitoring:** Josiah Farley **TEA Priorities:** Improve low-performing schools	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mid and End of BOY training road map review to ensure API's have the opportunity to remind and hold staff accountable to complete all trainings. **Strategy's Expected Result/Impact:** Ensure 100% of staff have completed all required trainings. **Staff Responsible for Monitoring:** API's **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Brackenridge is 65% 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

Evaluation Data Sources: Teacher Retention Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create campus Link'd in and Indeed accounts to source candidates at BOY and during year. **Strategy's Expected Result/Impact:** Ensure positions are filled with quality teachers **Staff Responsible for Monitoring:** Admin Assistant, Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Brownsville College Prep

2023-2024 Improvement Plan

Board Approval Date: September 16, 2023
Public Presentation Date: August 24, 2023

Mission Statement

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

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

Demographics

Demographics Summary

We are a College Prep Campus that was founded in August of 2012. We opened our doors to our community with Kinder, 1st, 2nd, and 6th grades. Since then, we have become a full-scale campus serving scholars from Kinder thru 12th grade. Our current enrollment in grades 6th thru 12th is 753 students. Our community is mostly Hispanic, and our campus student population is around 97% Hispanic. We are a College Prep with 65 Faculty and Staff Members. Due to the COVID-19 pandemic, our previous year's ADA left our campus with an area for growth. Our goal as a district is to have a 97% attendance rate; however, our campus came in at 94.91%. We are at 8% in Special Populations. We are 38% ELL. We are 80.31% Economically Disadvantaged. We are 97% Hispanic. Our campus is 57.9% male. Our campus is 42.1% female. 100% of our students, except for those students in our RISE Units (Reaching Independence Through Support and Education – formerly known as Life Skills) take either our Advanced Placement (AP) courses or our International Baccalaureate (IB) courses in high school. Special program services are specifically designed to meet the unique needs of our students. All special program services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special programs services are educated to the maximum extent appropriate with their peers as well as participating in all school activities. The programs are strategically designed to align with the needs of students, parents, and the community. The program's goal is to assist students and enable them to become academically successful in all of their classes and activities. Our school promotes 100% graduation rates, and our district goal is 100% college for all or 100% college matriculation, so our CCMR is addressed. We have had some students in our district that go into the military, for our campus, it has only been two this past year. This also plays into our CCMR accountability rating. Our teacher retention rate is 90%. When we opened in 2012, our campus was a scaling campus, meaning that since we opened with 6th grade, every after, we would be adding the next grade level, going 7th, then 8th, etc., until 2019, when we had our first graduating class of seniors. In 2019, we became a fully scaled campus with 6th through 12th-grade students. IDEA Public Schools – Headquarters has a recruitment team that leads advertisements on different platforms to help recruit new faculty and staff. There is an online application process that new faculty and staff must fill out, which initiates the process of looking at qualifications, what vacancies we have available and initial interviews, which then lead to potential follow-up interviews for those vacancies. Our leadership team is composed of one Principal, three Assistant Principals, one Director of College Counseling, two College Counselors, one Assistant Principal of Operations, and one School Counselor. Our campus also has other leaders in various positions, such as grade-level team leaders in every grade from 6th grade through 12th grade. They take care of most of the logistics and behavior in their respective grade levels. We also have academic content leaders who take care of our academic side of the campus, such as helping with curriculum, lesson planning, and professional development. Our content leaders consist of the following: math, ELA, science, humanities, and electives courses. Regarding collaboration with the planning process, the school community members are involved in various aspects of the yearlong planning process. For example, our leadership team works with and plans the yearlong professional development along with our content leaders and our headquarters. IDEA Headquarters will provide a scope and sequence for our beginning-of-the-year professional development. Our grade-level team leaders and content leaders also provide feedback on the scope and sequence as

the year progresses. We will also have planning days for our grade-level team leaders during the year to plan for our campus grade-level field lessons. Ultimately, all these collaboration meetings or opportunities roll up to our improvement plans, starting with the first days of professional development at the beginning of the year. Our campus relies heavily on investing in all our stakeholders to attain the best possible outcomes for our scholars.

Demographics Strengths

1. Faculty and staff are provided with the appropriate professional development needed in their specific content area.

2. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.

3. Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post secondary education.

4. Faculty and staff utilized various platforms (i.e. Remind and Facebook) to engage families in events on campus.

5. Utilized feedback on Panorama surveys to guide engagement event.

6. Stakeholders are able to build strong relationships that promote a healthy academic setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause:** (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 2 (Prioritized): There has been an increase in overall student leavers over the past three years. **Root Cause:** (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Problem Statement 3: Our special programs department has not met the target metric of 60% mastery on STAAR. **Root Cause:** (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Student Learning

Student Learning Summary

IDEA College Prep Brownsville is on track to earn an “A” rating for the 2022-2023 academic year. Regarding CCMR, because we do offer AP courses, IB courses and our Juniors and Seniors take the ACT, have a 100% graduation rate, and we either send 100% of our students to a 2-year, 4-year college or university, our CCMR is addressed. We also have a College Counseling team that is comprised of one Director of College Counseling and two College Counselors. This team works one on one with our juniors and seniors getting them ready for their post-secondary education. They work on helping our students be 100% Texas Success Initiative (TSI) Exempt, they work tutoring for the ACT with a target goal of our class average being a 21. They also help students with their financial aid, help students decide what colleges or universities are a best fit for whatever career they would like to pursue. The College Counseling Team also works on ensuring that all our students’ graduation plans are in order, by auditing all our students’ credits on courses taken to ensure that they are on track to graduate on time.

Our goal is for 98% of all our scholars, from grades 6th through 12th to be “On Track to Graduate.” However, we do have to retain students for various reasons over the course of all our grade levels, and contents. For our Middle School, our retention rate is 1%. For our High School, it is 1%. We use many strategies to prevent our students from failing, employing parent communication, afterschool tutorials, Saturday tutorials, and intervention blocks built into the school day. All our teachers also check in with their instructional coaches either once a week, or once every two weeks. During these check ins, they discuss best teaching practices, lesson planning and students of concern. In these check ins, we also have a chance to speak about and address any concerns with our special education students. Our special education teachers also have their check ins and get a chance to address our students in special education. Over the course of the last STAAR administration for 2022-2023, our SPED passing rate was Pending Data. In the English Language assessments, the same strategies apply for all our students as previously mentioned, and our overall. In our English Language assessments, for our 6th grade final results, in regard to Approaches / Meets / Masters – Pending Data. For our 7th grade final results we ended with Pending Data. For our 8th grade, we ended with Pending Data. For our 9th grade we ended with 91/81/19. For our 10th grade we ended with 87/77/10.

The performance of male students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology. Female students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of Economically Disadvantaged students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies, and 94|63|21 in Biology. Non-economically Disadvantaged students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of students in the Title I program at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data or STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies, and 94|63|21 in Biology. Students not designated as Title I students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of Emergent Bilingual (EB) students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology. Our Monitored Year 3 and Year 4 students by comparison performed at Pending Data and Pending Data for their Reading/Writing, Pending Data and Pending Data for STAAR exams in Math and Algebra, Pending Data and Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology for Monitored Year 3 with no data to report for Monitored Year 4. Another group to consider are our Non-Emergent Bilinguals that performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies, and Pending Data in Biology.

The performance of Special Education students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology. General Education students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of At-Risk students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies, and Pending Data in Biology. Students not identified as At-Risk by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

As an organization, our goal is to send 100% of our students to and through college, enroll in a post-secondary SPED program, enlist in the Armed Forces, or receive a faith-based exemption. IDEA Brownsville currently has a 100% graduation rate. In the 22-23 school year we graduated a total of 80 students from the following ethnicities 93% Hispanic, 4% White, and 3% Asian. In the 23-24 school year we are forecasting graduating a total of 60 scholars. Of this year's cohort, we will have 96% identifying as Hispanic, 4% identifying as White, and 1% identifying as Asian or Pacific Islander.

For the class of 2024, we are currently on track to graduate 100%. The longitudinal rate is prolonged to continue at 100%.

Student Learning Strengths

1. Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.

2. Collaboration of campus staff in analyzing of assessment data was critical to student outcome

3.Co-curricular and extra-curricular activities to engage students and support them with applying these experiences beyond the classroom, campus and district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have a certain percentage of our student population that are not on grade level for writing **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2 (Prioritized): Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 3: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

School Processes & Programs

School Processes & Programs Summary

At IDEA CP Brownsville, development for instructional leaders, Grade Teams, and Content takes place during two recurring mechanisms in our work calendars. The first is during Grade Team Leader and Content Leader meetings that occur two times monthly in which instructional leaders receive professional development specific to their role and in accordance with the GET Rubric and School Leadership Levers, as well as collaboration between all College Prep leaders on campus. The second recurring mechanism takes place during check-ins with each leader's instructional coach, where we designate time to discuss either grade/content level progress towards goals, deliverables, and deadlines, and areas of strength and growth. New and returning instructional leaders meet with their performance managers at the start of the school year to review the job description containing responsibilities, goals, and both stipend and incentive pay. This allows for clarification regarding the roles and responsibilities that each leader takes on for the academic school year.

Professional development during the first quarter is based on multiple data points that represent the previous academic year regarding staff retention, student persistence, STAAR/AP/IB data reports, and feedback from the faculty and staff. This allows us to identify what is working well on our campus but, more importantly, to identify the root causes of low performance that need to be improved upon during the critical first weeks of school via targeted professional development taking place during our Faculty Friday sessions as well as Saturday professional development. During quarters two, three, and four, we modify our professional development per the next steps established during our quarterly Progress Towards Goals meetings. These meetings serve as a campus-wide status report in which the instructional leadership team collects hard data from assessments, identifies trends within the faculty, and drafts concrete next steps with timelines that are utilized to improve low performance across the campus. After quarter four, the instructional leadership team meets to collect and organize our academic school year's data so that we can begin to compare it with previous academic years in search of more comprehensive root causes that can inform professional development sessions at the start of the upcoming year**.**

Each instructional lead team member, consisting of the principal and the three assistant principals of instruction, creates recurring weekly blocks dedicated specifically to lesson planning feedback, instructional rounds, and culture observations so that we can monitor the teaching and learning levels in our classrooms. This gives us the opportunity to identify trends among our teachers and students while also norming on expectations and action steps. Additionally, instructional leaders hold one-to-one meetings with each of our teachers on a weekly basis, where we discuss instructional strategies, student data, and lesson planning with the end goal of improving student outcomes. Beyond our campus-level mechanisms, our instructional lead team also works directly with headquarters personnel in which business partnership meetings take place for academic subgroups such as STAAR, AP, IB, and Special Programs so that we can further improve teaching practices.

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 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

Professional Development

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): Campus-wide behavior management interventions are not being implemented to their full capacity **Root Cause:** (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/ Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 2 (Prioritized): Improve the new-hire onboarding system for all of our new faculty and staff on our campus **Root Cause:** (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Perceptions

Perceptions Summary

Parent/guardian community participation rates are measured via completion of the Parent Family Online Surveys, which are available on the Panorama Education website. We survey our IDEA families to gain insight into their perception of our schools and district effectiveness. The importance of the family voice is highly valued at IDEA. To ensure that we continue to provide high quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and career, we need their feedback. School Counselors and Social Workers are provided with a Toolkit that includes best practices for communicating with families regarding the survey. All communication regarding the survey is shared with parents/guardians/the community via the Parent Weekly Newsletter, on Remind, and on the IDEA College Prep Brownsville Facebook page. The Parent Family Online Survey is administered each school year during the spring semester. Parents/guardians are provided with a step-by-step guide to assist them in completing this survey via the Panorama Education website.

Our campus hosts a variety of family engagement events throughout the school year, including Welcome to IDEA and Meet the Teacher. When parents guardians attend these events, they sign-in and this information is compiled for measurement of participation rates. Live broadcasts via Facebook are broadcasted with parents/guardians and the community weekly. A total number of viewers in these live broadcasts is compiled and used to measure participation rates. When notifications are sent to parents/guardians via the Remind application, data reports are available with information such as how many notifications were opened and how many were read by parents/guardians.

A barrier that prevents completion of the Parent Family Online Survey includes parents/guardians not having access to Wi-Fi and/or lack of access to a computer. When laptops are made available to parents/guardians to use on campus, those who lack transportation are not able to receive assistance. Limited literacy is a barrier in the community that we serve. There are parents/guardians who cannot read or write and are not able to complete the Parent Family Online Survey. Other barriers include parents/guardians not being aware that they are expected to complete the Parent Family Online Survey. Parents/guardians who do not use Remind or social media platforms do not view the notifications sent out by administrators and teachers regarding the survey.

The barriers that prevent participation in family engagement events such as Welcome to IDEA and Meet the Teacher include a lack of transportation for parents/guardians. Other barriers include not being able to receive notifications regarding family engagement events due to having limited phone service and Wi-Fi access in rural areas. As a result, parents/guardians have reported not being aware about school events. Another barrier includes parents/guardians not being able to take time off from work to attend family engagement events.

IDEA teachers and co-teachers are responsible for the increasing student achievement and mastery of grade level content. Teachers and co-Teachers at IDEA provide the foundational content and grade level understanding that students will need continually. Teachers and co-teachers are tasked with delivering quality instruction and supports that facilitate student learning and comprehension, playing a critical role in students' path to and through college. IDEA College Preparatory Brownsville is committed to provide high quality professional development that will give each teacher the opportunity to achieve exemplar teaching and learning. All (returning and new) teachers are required to attend in-service trainings provided at the district and campus level. During a teacher's first year, a selected mentor is provided to all new hires, this is usually the grade team leader. Employee retention at IDEA Public Schools is an organizational goal that is tracked the at the district and campus level. Employee retention at IDEA College Preparatory Brownsville is an essential part of the successes of the campus.

Perceptions Strengths

1. Stakeholders are able to build strong relationships that promote a healthy academic setting.

2. Utilized feedback on Panorama surveys to guide engagement event.

3.Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post secondary education.

4. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The social emotional learning curriculum is not being implemented effectively at the campus level. **Root Cause:** 1) Limited window of time for program implementation (2) Scheduling restrictions

Problem Statement 2 (Prioritized): Faculty and Staff turnover at key times and positions during the school year. **Root Cause:** (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 3: Students need a better understanding on how to resolve conflict when it arises. **Root Cause:** (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Priority Problem Statements

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus.

Root Cause 1: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There has been an increase in overall student leavers over the past three years.

Root Cause 2: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus-wide behavior management interventions are not being implemented to their full capacity

Root Cause 3: (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Improve the new-hire onboarding system for all of our new faculty and staff on our campus

Root Cause 4: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Faculty and Staff turnover at key times and positions during the school year.

Root Cause 5: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The social emotional learning curriculum is not being implemented effectively at the campus level.

Root Cause 6: 1) Limited window of time for program implementation (2) Scheduling restrictions

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We have a certain percentage of our student population that are not on grade level for writing

Root Cause 7: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science.

Root Cause 8: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

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
- Budgets/entitlements and expenditures data
- Study of best practices

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Bootcamp prior to the ACT exam to offer targeted content sessions based on prior student performance. **Strategy's Expected Result/Impact:** Setting expectations and monitoring Increase academic performance **Staff Responsible for Monitoring:** Director of College Counseling College Counselors Instructional Coaches **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: CCMR Trackers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI Bootcamp prior to the TSI exam to offer targeted content sessions based on prior student performance. **Strategy's Expected Result/Impact:** Setting expectations and monitoring Increase academic performance **Staff Responsible for Monitoring:** Director of College Counseling College Counselors Instructional Coaches **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

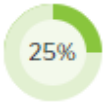
Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

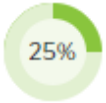
Goal 1: All IDEA students matriculate to college

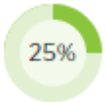
Performance Objective 3: 100% of class 2024 enrolls in college, or enrolls in a postsecondary SpEd program, or enlists in the military, or receive medical or faith-based exemptions.

High Priority

Evaluation Data Sources: Matriculation data from NSLU and QAC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Post information in and around campus about deadlines, scholarships, timelines, and other recommendations **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary education program. **Staff Responsible for Monitoring:** College Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Having individual conversations about the importance of going to college **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary education program. **Staff Responsible for Monitoring:** College Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create an operating mechanism with students / Q 1 - 4 / create that professional relationship with students that need to go to college **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary program. **Staff Responsible for Monitoring:** Principal and College Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 100% of identified scholars meet the required minutes per House Bill 1416 (Accelerated Learning)

High Priority

Evaluation Data Sources: HB1416 (Accelerated Learning) Minute Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set a recurring time and date to meet on a weekly basis for instruction review for HB4545 **Strategy's Expected Result/Impact:** Update HB4545 Tracker and apply interventions that meet the students needs **Staff Responsible for Monitoring:** Instructional coaches **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development for general education teachers revolving the use of specific learning strategies for special education students. **Strategy's Expected Result/Impact:** Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math **Staff Responsible for Monitoring:** Instructional Coach Special Education Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: After school tutorials for special education students in the area of Math and ELA **Strategy's Expected Result/Impact:** Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, and Special Education Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	✕	✕	

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

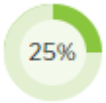
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

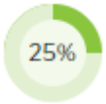
Goal 2: IDEA achieves an A Rating

Performance Objective 3: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

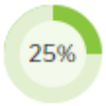
Evaluation Data Sources: Campus Data Reports, LOCUS, State Exam Reports

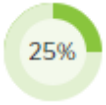
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** a campus rating of an "A" **Staff Responsible for Monitoring:** Principal, instructional coaches, and all instructional staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Set a recurring date and time to meet on a weekly basis for instructional rounds feedback and data conversations **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Review lesson plans on a weekly basis **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Observe all Content Core Area teachers at least once every week **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Monitor implementation of district curriculum **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Principal Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide timely feedback (within 48 hours) **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Principal and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- 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 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Student Learning

Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Drill Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly safety drills **Strategy's Expected Result/Impact:** Receive a proficient on the safety scorecard **Staff Responsible for Monitoring:** Campus Crisis Team **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly Crisis Team Meetings **Strategy's Expected Result/Impact:** Receive a proficient on the safety scorecard **Staff Responsible for Monitoring:** Campus Crisis Team **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Parent Sign Document and Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 100% of schools will be in compliance with the Title 1 Family Engagement requirements **Staff Responsible for Monitoring:** All staff **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Parent Meeting Resources - Title I, Part A (4120) - PAR - $527.39, Curriculum Fair (CTE,AP, STAAR, IB) Resources - Title I, Part A (4120) - PAR - $1,000, Family Night Event's Resources (Festivals, Bobcat Brunch) - Title I, Part A (4120) - PAR - $1,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Schedule the 23-24 family engagement events and meetings during the 2023-2024 school year. **Strategy's Expected Result/Impact:** 100% of schools will be in compliance with the Title 1 Family Engagement requirements **Staff Responsible for Monitoring:** Principal, School Counselor, and Lead Team **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Meeting Resources such as, flyers, pens, copies of guides, incentives. - Title I, Part A (4120) - PAR - $500	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There has been an increase in overall student leavers over the past three years. **Root Cause**: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Anti-Bullying and Safer, Smarter School Data Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the anti-bullying and safer, smarter school lessons during the first week of school (culture camp) **Strategy's Expected Result/Impact:** 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)) **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

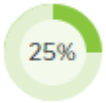
Perceptions
Problem Statement 1: The social emotional learning curriculum is not being implemented effectively at the campus level. **Root Cause**: 1) Limited window of time for program implementation (2) Scheduling restrictions

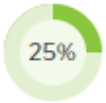
Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Brownsville College Prep will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily attendance tracking per grade level by reviewing the attendance report generated after OATT time **Strategy's Expected Result/Impact:** achieve a 97.5% annual attendance rate for the 23-24 school year **Staff Responsible for Monitoring:** Principal and Assistant Principal of Operations **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SIS/Registrar will schedule face to face meetings with families of concerns (attendance). **Strategy's Expected Result/Impact:** Meet 97.5% ADA goal. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monthly Incentive ADA Plan **Strategy's Expected Result/Impact:** achieve a 97.5% annual attendance rate for the 23-24 school year **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

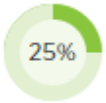
Demographics
Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause**: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.
Problem Statement 2: There has been an increase in overall student leavers over the past three years. **Root Cause**: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

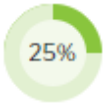
Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT software spirit system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement activities that will incorporate team building skills, leadership, good sportsman like conduct, and disciplined structured group activities that build character and teamwork. **Strategy's Expected Result/Impact:** 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 **Staff Responsible for Monitoring:** P.E Coaches **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Treat individual student with equal and positive reinforcement praise to ensure a welcomed, comfortable and safe environment at all times. **Strategy's Expected Result/Impact:** 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 **Staff Responsible for Monitoring:** P.E Coaches **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teach students how the heart rate affects caloric expenditure. Used student's prior knowledge of heart rate assessment which they learned to track manually while recording data on individual, trackers. **Strategy's Expected Result/Impact:** 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 **Staff Responsible for Monitoring:** P.E Coaches **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There has been an increase in overall student leavers over the past three years. **Root Cause**: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Staff Development Cycle Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of full-time staff members complete all tasks within IDEA's staff development cycle **Staff Responsible for Monitoring:** Principal, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. **Root Cause**: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Brownsville College Prep is 85% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff Retention Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** IDEA Brownsville College Prep is 85% staffed for all teacher positions throughout the 2023-24 school year. **Staff Responsible for Monitoring:** Principal and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. **Root Cause**: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Goal 5: Increase staff retention

Performance Objective 3: By June 2024, the teacher retention goal will be 85% or higher.

Evaluation Data Sources: Campus staff retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have an individualized onboarding plan for each new-hire. **Strategy's Expected Result/Impact:** The new teacher will have full understanding of role expectations and milestones that must be met by a specific timeline. **Staff Responsible for Monitoring:** Direct performance manager **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have an individualized coaching plan for each returning staff member. **Strategy's Expected Result/Impact:** The returning staff member will further develop in their teaching practice as well as their professional growth within the organization. **Staff Responsible for Monitoring:** Direct performance manager. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 2	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. **Root Cause**: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Family Night Event's Resources (Festivals, Bobcat Brunch)	PAR	$1,000.00
3	2	1	Parent Meeting Resources	PAR	$527.39
3	2	1	Curriculum Fair (CTE,AP, STAAR, IB) Resources	PAR	$1,000.00
3	2	2	Parent Meeting Resources such as, flyers, pens, copies of guides, incentives.	PAR	$500.00
				Sub-Total	$3,027.39
				Budgeted Fund Source Amount	$3,027.39
				+/- Difference	$0.00
				Grand Total Budgeted	$3,027.39
				Grand Total Spent	$3,027.39
				+/- Difference	$0.00

Addendums

Campus Goals	Data	Status (On Track / Not On Track)
College Counseling		
100% of graduates matriculate to college	PENDING	ON TRACK
25% of students matriculate to Tier 1/2/Ivy colleges (75% Apply / 50% Accepted)	16%	GOAL NOT MET
100% of graduates from the class of 2023 will meet CCMR by August 14	100%	GOAL MET
100% of graduates accepted to college	100%	GOAL MET
75% of students will at least have 1 application T1/T2	76%	GOAL MET
50% acceptance to a T1/T2	53.20%	GOAL MET
Academics		
30% of graduates AP Scholars / 25% IB Diploma	24% & 19%	GOAL NOT MET
Campus "A" Rating	(91/67/19)%	ON TRACK
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC	(91/67/19)%	ON TRACK
50% of Students in CSI Achieve 2 Years Growth in Reading	12%	GOAL NOT MET
Average ACT for Class of 2023 = 21	Class of 2023: 19.59 Class of 2024: 19.12	GOAL NOT MET
Operations		
85% employee retention (all staff)	85%	ON TRACK
97.5% ADA (Average Daily Attendance)	94%	GOAL NOT MET
90% Student Persistence	90%	ON TRACK
90% New Student Persistence	83%	GOAL NOT MET
Overall Goals Met (9/15)	60%	Below 70%

1 Grade/Subject/Teacher	Mixed Review and Major Assessment Name & Period	Total # in Period	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Average (GPA)	SPED Count at Mastery	SPED Passing	ELL Count	ELL Count Passing	Sci. Ct. Passing
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	n	n/a	n	n	n/a	100	96%	78%	35%	3.00	11	n	4	4/4	96%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	n	n/a	n	n	n/a	100	96%	78%	35%	3.00	11	n	4	4/4	96%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	n	n/a	n	n	n/a	100	96%	78%	35%	3.00	11	n	4	4/4	96%
Ms. Chen (6A) — Homeroom	Spring 2025 CCSS MATH English 6	100	1	1/1	71	71	1/1	100	96%	83%	28%	3.00	11	n	4	4/4	96%
Ms. Chen (6A) — Period 1	Spring 2025 CCSS MATH English 6	100	1	1/1	71	71	1/1	100	96%	83%	28%	3.00	11	n	4	4/4	96%
Total		100	1	1/1	71	71	1/1	100	96%	78%	35%	3.00	11	n	4	4/4	96%

2 Grade/Subject/Teacher	Mixed Review and Major Assessment Name & Period	Total # in Period	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Average (GPA)	SPED Count at Mastery	SPED Passing	ELL Count	ELL Count Passing	Sci. Ct. Passing
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Homeroom	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Period 1	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%

3 Grade/Subject/Teacher	Mixed Review and Major Assessment Name & Period	Total # in Period	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Average (GPA)	SPED Count at Mastery	SPED Passing	ELL Count	ELL Count Passing	Sci. Ct. Passing
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Homeroom	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Period 1	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%

4 Grade/Subject/Teacher	Mixed Review and Major Assessment Name & Period	Total # in Period	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Average (GPA)	SPED Count at Mastery	SPED Passing	ELL Count	ELL Count Passing	Sci. Ct. Passing
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Homeroom	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Period 1	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%

5 Grade/Subject/Teacher	Mixed Review and Major Assessment Name & Period	Total # in Period	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Average (GPA)	SPED Count at Mastery	SPED Passing	ELL Count	ELL Count Passing	Sci. Ct. Passing
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Grade 6 - Rivera	Spring 2025 CCSS MATH 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Homeroom	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%
Ms. Chen (6A) — Period 1	Spring 2025 CCSS MATH English 6	100	0	0/1	70	70	0/1	100	100%	63%	28%	3.00	11	n	4	4/4	100%

*subtitle row for sub-sections in the next spreadsheet tab

Grade /Subject / Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Score	District Achievement Score	Difference	SPED Count	SPED Count at Mastery (passed)	% SPED Passing	ELL Count	ELL Count at Mastery (passed)	ELL % Passing
6th ELA - Ayala	Spring 2023 STA	134	0	14	27	51	42	120	**90**	**69**	**31**	**63**	32	**31**	5	3	**60**	61	52	**85**
7th ELA - Gonzales	Spring 2023 STA	128	0	16	24	34	54	112	**88**	**69**	**42**	**66**	36	**30**	11	4	**36**	62	50	**81**
8th ELA - Blanco	Spring 2023 STA	130	0	10	30	52	38	120	**92**	**69**	**29**	**64**	49	**15**	7	7	**100**	61	53	**87**
9th English I - Hernandez	Spring 2023 STA	118	0	11	11	74	22	107	**91**	**81**	**19**	**64**	28	**36**	9	6	**67**	55	46	**84**
10th Enelish II - Carpio	Spring 2023 STA	104	0	14	10	70	10	90	**87**	**77**	**10**	**58**	30	**28**	6	3	**50**	61	52	**85**
6th Math - O. Garcia	Spring 2023 STA	127	0	21	53	30	23	106	**83**	**42**	**18**	**48**	42	**6**	4	2	**50**	55	43	**78**
7th Math - A. Castillo	Sprine 2023 STA	127	0	29	30	42	26	98	**77**	**54**	**20**	**50**	43	**7**	10	3	**30**	58	40	**69**
8th Alexbra I - K. Lopez	Sprine 2023 STA	129	0	13	50	35	31	116	**90**	**51**	**24**	**55**	31	**24**	7	5	**71**	60	51	**85**
HS Algebra I - A. Reyna	Spring 2023 STA	14	0	2	6	4	2	12	**86**	**43**	**14**	**48**	17	**31**	0	0	**#DIV/0!**	8	7	**88**
8th Biology - A. Rodriauez	Sprine 2023 STA	129	0	4	38	56	31	125	**97**	**67**	**24**	**63**	30	**33**	7	7	**100**	60	56	**93**
9th Biology - A. Pena	Spring 2023 STA	21	0	3	9	7	2	18	**86**	**43**	**10**	**46**	30	**16**	3	2	**67**	14	11	**79**
8th US History - N. Rico	8th STAAR Social Studies	129	0	18	35	35	41	111	**86**	**59**	**32**	**59**	44	**15**	7	6	**86**	61	49	**80**
10th Grade US Hist - D. Garza	0	0	0	0	0	0	0	0	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**		**#DIV/0!**	0	0	**#DIV/0!**	0	0	**#DIV/0!**
		1290	0	155	323	490	322	1135	**88**	**63**	**25**	**59**		**59**	76	48	**63**	616	510	**83**
Password: bobcats																				

Grade Level	Assessment	Content	Teacher	Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total	Average Score	% at 2+	% of 3+
9	AP Exam	AP Human Geography	S. Villarreal	87	10	11	1	1	13	110	1.35	20.9%	11.8%
9	AP Exam	AP Microeconomics	J. Moseley	78	20	11	2	0	13	111	1.43	29.7%	11.7%
10	AP Exam	AP World History	D. Garza	44	26	22	5	0	27	97	1.88	54.6%	27.8%
10	AP Exam	AP Physics I	V. Castillo	80	2	0	0	0	0	82	1.02	2.4%	0.0%
10	AP Exam	AP Spanish Language	M. Sarabia	4	21	15	16	11	42	67	3.13	94.0%	62.7%
10	AP Exam	AP US Government	R. Gonzalez	76	10	0	2	0	2	88	1.18	13.6%	2.3%
11	AP Exam	AP English Language	R. Gutierrez	39	8	5	0	0	5	52	1.35	25.0%	9.6%
12	AP Exam	AP English Literature	A. Altamirano	26	23	19	2	2	23	72	2.04	63.9%	31.9%
11	AP Exam	AP Biology	M. Floyd	35	11	3	0	0	3	49	1.35	28.6%	6.1%
Student Totals				469	131	86	28	14	128	728			

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	5
36%	18%	6%	2%

Grade Level	Assessment	Content		Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total
9	AP Exam	AP Human Geography	S. Villarreal	79.1%	9.1%	10.0%	0.9%	0.9%	12%	110
9	AP Exam	AP Microeconomics	J. Moseley	70.3%	18.0%	9.9%	1.8%	0.0%	12%	111
10	AP Exam	AP World History	D. Garza	45.4%	26.8%	22.7%	5.2%	0.0%	28%	97
10	AP Exam	AP Physics I	V. Castillo	97.6%	2.4%	0.0%	0.0%	0.0%	0%	82
10	AP Exam	AP Spanish Language	M. Sarabia	6.0%	31.3%	22.4%	23.9%	16.4%	63%	67
10	AP Exam	AP US Government	R. Gonzalez	86.4%	11.4%	0.0%	2.3%	0.0%	2%	88
11	AP Exam	AP English Language	R. Gutierrez	75.0%	15.4%	9.6%	0.0%	0.0%	10%	52
12	AP Exam	AP English Literature	A. Altamirano	36.1%	31.9%	26.4%	2.8%	2.8%	32%	72
11	AP Exam	AP Biology	M. Floyd	71.4%	22.4%	6.1%	0.0%	0.0%	6%	49
Student Totals				64%	18%	12%	4%	2%	18%	728

Grade	Last Name	First Name	Human Geo	Micro	US History	US Gov	World History	Spanish Lang	Spanish Lit	Physics 1	English Lang	English Lit	CS Principles	Exams Passed
12	Aguilar	Alexus	3	1	1	1		3		1	3	2		3
12	Aguilar	David	1	1	1	1		2			1	1		0
12	Andrade	Fernanda	2	1	1	2		4			1	2		1
12	Aranda	Nicole	1	1	2	2					3	3		2
12	Arguello	Samantha	3	2	3	2		3		1	3	3		5
12	Arguello-Cruz	Paul	1	1	1	1		3			2	3		2
12	Atkinson	Adrian			1	1		2				1		0
12	Bak	Ryan	3	1		1					1	1		1
12	Banos	Aldys	2	1	1						1			0
12	Behnke	Brandon	4	1	2	3		2		1	2	3		3
12	Bolanos	Jessica	3	3	1	2		5			2	2		3
12	Camacho-Castillo	Jorge	1	1	1	1		3			2	1		1
12	Cantu	Mark	1	1		1	1	1			1			0
12	Carrizales	Joel	1	1	1	1		3			1	1		1
12	Castillo	Santiago	2	1	2	1		2			2	2		0
12	Cespedes	Chriselda			1			1			1	2		0
12	Chapa Mejia	Cristian	1	1	1	1		3			2	1		1
12	Chavez	Itzel	1		1	1		4				1		1
12	Cosio	Adrian	3	1	1	1							1	1
12	Cruz	Matthew		1	1	1		1			1	1		0
12	Darst	Gavin	1	1	1	1				1	1	2		0
12	Del Angel Amaya	Hugo	2	4	1	3		5			2	2		3
12	Delgado	Alexandra			1	1						1	1	0
12	Farhat	Shaheer	3	2	2	1				1	2	2		1
12	Flores	Jorge	1	1	1	1		3			1	1		1
12	Garcia	Delaney	3	1	1	2		3		1	2	3		3
12	Garcia	Jesus	1	1	1	1						1		0
12	Garcia	Sebastian	4	4	2	4		5		3	3	4		7
12	Garcia-Lee	Daniela	3	1	1	1		5			2	3		3
12	Garza	Eduardo	1	1	1	1		4			1			1
12	Gomez	Kamila	2	1	2	1		4			2	3		2
12	Gonzales	Laura	1	1	1	1		2			1	1	1	0
12	Guzman	Amparo	2	1	1	1		2			2	2		0
12	Hernandez Salazar	Dania	2	1	1	1		3			1	2		1
12	Herrera	Daniel	1	1	1	1		5			1	1		1
12	Hurtado	Maya	4	3	3	3		4		1	4	3		7
12	Ipina	Diego	1	1	1	1					1	2		0
12	Jacobo	Maria	4	1	2	3		4			3	3		5
12	Juarez	Alejandro												0
12	Juarez	Victor	3	1	1	2		1				2		1
12	Lopez-Castillo	Luis	1	1	1	1		2				1		0
12	Lozano	Michael	1	1	1			4			1	2		1
12	Lozano	Stacy	1	1				5				2	1	1
12	Lozano-Guerra	Rebecca	3	4	2	2		5		1	2	2		3
12	Lucio	Nicolas	5	4	4	5		4		3	5	5		8
12	Mancillas	Dominick	1	1	1	1		1			1	2		0
12	Mejia	Ramiro	1		1	1		2						0
12	Mendez	Andrea	5	3							3	5		4
12	Montes	America	1	1	1	1		3				1		1
12	Morales	Mariely	1	1	1	1		3				1		1
12	Ochoa	Fatima	1	1	1	2		4			2	2		1
12	Palacios	Sofia	1	1	2	1		4			2	3		2
12	Perez	Angel	1	1	1	1		3			1	2		1
12	Perez	Seth			2	2						3		1
12	Plata	Nissi	3	1	1	1		4			2	3		3
12	Ramirez	Maritza	3	1	1	3		5			2	3		4
12	Ramos	Estephany	1				1	1				2	1	0
12	Resendiz	Andrea	1	1	1			4			1	1		1
12	Rhodes	Kathryn	1	1	1	1						3		1
12	Rios	Seth	1	1	1	1						3		1
12	Rodriguez	Daisy	1	1	1	1		3			1	2		1
12	Rodriguez	Fernanda	1	4	2	3		4		1	2	3		4
12	Rodriguez	Hugo	1	1	2	2		4			2	3		2
12	Rodriguez	Mariana	4	1	1	1		3			2	3		3
12	Rodriguez	Sofia	2	2	1	2		4			3	3		3
12	Salinas	Aiyanna	3	1	1	1		2		1	1	1		1
12	Sampayo	Damian	1	1	1	1		3			1	2		1
12	Soto	David	1	1	1	1					1	1	1	0
12	Thuku	Wilma	1		1	1					2	2		0
12	Torres	Isaac				1						1		0
12	Torres	Sydney	1	1	1	1		1			1	1		0
12	Tovar	Stephanie	1	1	1	1		3				1	1	1
12	Valdez	Pedro	1	1	1			3	2			2		1
12	Velazquez Torres	Enrique												0
12	Villanueva	Juan	1	2	2	1					1	3		1
12	Villarreal	Angeles	3	2	2	2		4		1	2	4		3
12	Villarreal	Cristian			1							1		0
12	Zamora	Ximena	1	1	1	1		2			1	1		0
12	Zuniga	Julia	1		2	2		5			2	1		1

AP Potential	**5**
AP Scholars	**19**
AP Scholars %	**24%**

Grade Level	Assessment	N (Non-Submission)	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overal Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
12th	Biology HL	3	5	19	10	2	2	0	0	4	41	2.22	80%	34%	10%	5%	83%	10%	0%
12th	Biology SL	7	6	14	3	0	0	0	0	0	30	1.43	57%	10%	0%	0%	77%	0%	0%
12th	English A: Literature	3	0	5	30	28	8	0	0	36	74	3.41	96%	89%	49%	11%	47%	49%	0%
12th	HOTA	0	0	12	19	27	11	3	0	41	72	3.64	100%	83%	57%	19%	43%	53%	4%
12th	Math Applications	4	9	13	2	0	0	0	0	0	28	1.46	54%	7%	0%	0%	86%	0%	0%
12th	Math Analysis	1	2	13	13	8	1	2	0	11	40	2.90	93%	60%	28%	8%	70%	23%	5%
12th	Spanish B HL	0	0	0	0	3	9	17	13	42	42	5.95	100%	100%	100%	93%	0%	29%	71%
12th	Spanish B AB Initio	0	0	0	1	5	3	2	0	10	11	4.55	100%	100%	91%	45%	9%	73%	18%
12th	Visual Arts SL	3	0	8	23	13	0	0	0	13	47	2.91	94%	77%	28%	0%	66%	28%	0%
Student Totals		21	22	84	101	86	34	24	13	157	385	3.16	89%	67%	41%	18%	54%	31%	10%

Grade Level	Assessment	N	A	B	C	D	E	% C+	Student Total
12th	Extended Essay	0	0	3	10	31	1	45%	45
12th	TOK	1	1	11	22	12	1	35%	48
Student Totals		1	1	14	32	43	2		

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
89%	67%	41%	18%

IB Diploma	IB Students (DP and CS)	IB Diploma %
14	74	19%

IDEA Public Schools

Campus / Escuela:	IDEA Brownsville
Date / Fecha:	August 24, 2023
Time / Hora:	5:30pm
Intent / Intencion:	Public Meeting
Facilitator / Facilitador:	L. Zuniga & M. Lopez
Translator / Traductor:	
Person Recording Minutes:	C. Zuniga
Method of Marketed:	REMIND & Social Media

Agenda:

. Welcome / Bienvenidos
[. Campus Scorecard
[I. Campus Goals
V. Action Plan
'. Adjourn / Posponer

Minutes: _Welcome message to review agenda. _5:35pm: Campus Need assessment: 3 required components to focus on to create a plan. Comprehensive Needs Assessment a school consults a broad range of stakeholders.

5:37pm: Review and explain the five Campus Goals and end of year data for 22-23 school year: Staff Retention, College Matriculation, A Rating, Daily Attendance, and Student Persistence.

Staff Retention: 84.5%

Matriculation data on track for our graduating class.

TEA ratings will be released on September 22nd, current data indicates a projected "A" for both campuses.

ADA: Currently seeing the spike in cases and viruses, operations working closely to deep clean and disinfect. Explained in detail around the impact of absences in both AC & CP. High absences can affect their on track to graduate, preparedness for AP exams, and/or loss of credit for the course.

Student Persistence: 81.88% - Discussed curriculum, phasing out IB but promoting the advantages in AP courses Tentatively working on integrating Dual Enrollment in the next years to come.

5:52PM: Academy 22-23 STAAR Data: Explain goals, data, and end results. The new implications: (1) Merging reading with writing (2) Computer based for the first time. As a campus scored higher than District and state averages in all 3 subjects.

5:58PM: College Prep 22-23 STAAR Data: As a campus scored higher than District and state averages in Reading, Social Studies, Math, and Biology.

6:03pm: 3rd - 5th grade Highlights & 6th - 12th grade highlights and gaps (areas of improvement; decrease in approaches, tier 1 and 2 under the 25% goal, reading and writing connections, analyzing data to provide individualized targeted instruction, teacher retention, attendance was low with inconsistent escalation matrix.

6:10PM: Goals, objectives, and strategies: ACT scores to be at 21 by HS graduation; (ACT class embedded in course schedule to offset the gap), IDEA achieves an A rating (provide resources during parent meetings to support improve student achievement in collaboration and consistent progress reports every 3 weeks), Increase student persistence (communication with all stakeholders), increase daily attendance (follow the escalation matrix with fidelity as a school and work closely with the stakeholders to work with student attendance), increase staff retention (listening tours with each staff member will go in effect this school year to capture the areas of growth and increase the strategies to support).

6:21PM Parent Suggestions/Responses Q&A: 1. In 8th grade does attendance affect students? 2. What are the AP classes offered in High School in each grade level? 3. Will phasing out IB impact the rigor of academics for our scholars? 4. Will the processes in academy affect the curriculum and processes in college prep? 5. Dual Enrollment? Currently offered in the summer for a small percentage of students. 6. Was writing and reading merged this year and will it continue? Will we be able to meet with principals to discuss further fundraising opportunities?

7:00PM Meeting Adjourned.

Signature of Presenter:
L. Zuniga; Academy Principal

M. C. Lopez; College Prep Principal

We will begin in:

IDEA Brownsville

Campus Needs Assessment and Improvement Plan

2023-2024

What is a Campus Needs Assessment

- There are three required components of a Campus Improvement Plan that are essential to effective implementation: conducting a **Comprehensive Needs Assessment**, preparing a **Campus Improvement Plan**, and annually **reviewing and revising** at every quarter.

- Through the **Comprehensive Needs Assessment**, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, to understand students' most pressing needs and their root causes.

IDEA Public Schools

2022-23
End of Year Data

Goals	2022-2023 Results
85% - Campus Staff Retention	84.5%
100% All IDEA scholars Matriculate to College	On Track
IDEA Brownsville Achieves an “A” Rating	Pending TEA rating
97% Overall Student Daily Attendance	95.32%
90% Overall Student Persistence	81.88%

IDEA Public Schools

2022-23
STAAR Data- Academy

Grade	Math	Reading	`Science
3rd	76|37|13	82|53|19	
4th	77|57|23	85|59|34	
5th	92|52|20	94|76|45	70|49|16
Campus	81|52|18 (50)	86|62|32 (60)	70|49|16 (45)
District	72|41|14 (42)	77|50|24 (50)	69|37|16 (41)
State	74|47|21 (47)	79|51|23 (51)	64|34|15 (38)

IDEA Public Schools

2022-23
STAAR Data-College Prep

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Reading	6	90	69	31	63
Brownsville CP	Reading	7	88	69	42	66
Brownsville CP	Reading	8	92	69	29	63
Brownsville CP	Reading	9	95	86	19	67
Brownsville CP	Reading	10	89	80	11	60
Brownsville CP	Reading Overall		85	68	25	59
IDEA PS	Reading Overall		83	61	21	55
State Average	Reading Overall		76	54	20	50

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Social Studies	8	86	59	32	59
IDEA PS	Social Studies Overall		68	36	18	41
State Average	Social Studies Overall		60	31	15	35
Brownsville CP	History EOC	Retesters	89	44	11	48
IDEA PS	Social Studies Overall		98	79	44	74
State Average	Social Studies Overall		95	71	39	68

2022-23
STAAR Data-College Prep

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Math	6	83	41	17	47
Brownsville CP	Math	7	76	53	20	50
Brownsville CP	Algebra 1	8	89	50	23	54
Brownsville CP	Math Overall		83	46	19	49
IDEA PS	Math Overall		71	39	16	42
State Average	Math Overall		71	39	16	42

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Biology EOC	8	93	62	21	59
IDEA PS	Science Overall		93	62	22	59
State Average	Science Overall		89	57	22	56

IDEA Public Schools

Highlights in 3-5

- 45% of 5th grade Reading above grade level
- 3rd-5th grade above district and state average in both reading and math

Highlights in 6-12

- Reading – Above District Average and State Average in all but 2 components
- Math – Above District and State Average in all components
- Social Studies – Above District and State Average in all Components

IDEA Public Schools

Gaps

- Decrease in approaches data in 3rd & 4th grade math
- Matriculation – Goal is 100%, we are on track, however, our Tier 1 and 2 goal – 25% is still an area of growth
- Making connections between reading and writing in STAAR
- Analyzing the data and ensuring targeted instruction is being given based on areas of need
- Teacher retention began to decline since start of School Year
- Attendance was below the goal and lack of follow through on the escalation matrix

IDEA Public Schools

2023-24
Goals, Objectives & Strategies

1. **Goal #1** All IDEA students matriculate to college

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

   Strategy: ACT Class imbedded in the course schedule in HS to help offset this gap

2. **Goal#2** IDEA achieves an A Rating

   IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 63% in Spring 2024 (HB3)

   Strategy: Provide resources during parent meetings to improve student achievement.

3. **Goal #3** Increase student persistence

   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)

   Strategy: Timely communication to families regarding school events to promote family engagement and Attendance.

4. **Goal #4** Increase student daily attendance

   IA & CP: IDEA Brownsville will achieve a 97% annual attendance rate for the 23-24 school year

   Strategies: Weekly parent communication via REMIND regarding campus trends around attendance, punctuality, and early releases. Escalation matrix follow-through with families

5. **Goal #5** Increase staff retention

   IA & CP: IDEA Brownsville is 100% staffed for all teacher positions throughout the 2023-24 school year.

   Strategy: Recruit and hire high quality candidates per role by using high quality resume criteria.

IDEA Public Schools

Feedback & Questions

IDEA Public Schools

Burke College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 7, 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: August 8, 2023

Demographics

Demographics Summary

IDEA Burke College Prep is a Tittle1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 10th. Burke will be welcoming a total of 570 students during the 2023-24 school year. The schools demographics show that approximately 84% of the student population identify as economically disadvantaged.

Demographics Strengths

1.) IDEA Burke is achieving it's mission of college for all in serving a majority of economically disadvantaged students with 84% economically disadvantage.

2.) IDEA Burke offers a competitive salary for teachers with experience

3.) IDEA Burkes athletics program has helped assimilate our culturally diverse student body to our core value of team and family.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. **Root Cause:** Our Staff retention hovered bellow 70%. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.

Problem Statement 2 (Prioritized): 6th grade student enrollment continues to be below the 120 scholar mark. **Root Cause:** No feeder from 5th to 6th. Additionally, there was no effective marketing targeting 6th grade specifically at local elementary schools.

Problem Statement 3 (Prioritized): 8th to 9th grade persistence is expected to be below 90% **Root Cause:** Lack of consistent staffing for the 8th grade team. No effective investment plan to ensure 8th grade scholars committed to High School at Burke.

Student Learning

Student Learning Summary

Currently pending final TEA Results. (Update : Aug 1st)

1. 36% ELAR TSI Exempt in 9th grade
2. 100% AP Enrollment

Student Learning Strengths

7th Grade ELA closed ranked amongst the top 5 within the District.

9th Grade ELA Closed as the top performer in the Region.

100% scholar enrollment in AP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars more than 2 years behind did not grow as expected according to staar and eoc's **Root Cause:** Lack of on- grade level Teks aligned intervention.

Problem Statement 2 (Prioritized): Lack of student led data analysis. Scholars were not aware of what goals they were driving towards. **Root Cause:** In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership

Problem Statement 3 (Prioritized): Math performance was below district average. **Root Cause:** Failure to adjust to to gaps by effectively spiraling in non mastered content

School Processes & Programs

School Processes & Programs Summary

At Burke we prioritize in the moment coaching. This means that every leader, teacher, and faculty member is coached at the point of error. Instructional leadership is required to have weekly check-in with all individuals they manage in order to continuously develop and promote individual growth.

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 reatins 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 eacademic standards"

- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Family engagement strategies were not comprehensive across all grade levels. **Root Cause:** Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Problem Statement 2 (Prioritized): Last minute hires resulted in additional turn over **Root Cause:** Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Perceptions

Perceptions Summary

At IDEA Burke we use the RULER Method to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. WE provide parents an opportunity to join most school functions as it relates to their scholars. Current Focus for Burke will to increase staff retention since it has dropped below the 80% mark.

Perceptions Strengths

1. Placing staff in the right positions to succeed
2. Responsiveness to scholar feedback

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): W must ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last few years **Root Cause:** Transitions in staff this year made it so that consoler case loads were inconsistent.

Problem Statement 2 (Prioritized): Lack of consistent staff coaching on behavior management strategies. **Root Cause:** Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

Priority Problem Statements

Problem Statement 1: Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help.
Root Cause 1: Our Staff retention hovered bellow 70%. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 6th grade student enrollment continues to be below the 120 scholar mark.
Root Cause 2: No feeder from 5th to 6th. Additionally, there was no effective marketing targeting 6th grade specifically at local elementary schools.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 8th to 9th grade persistence is expected to be below 90%
Root Cause 3: Lack of consistent staffing for the 8th grade team. No effective investment plan to ensure 8th grade scholars committed to High School at Burke.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Scholars more than 2 years behind did not grow as expected according to staar and eoc's
Root Cause 4: Lack of on- grade level Teks aligned intervention.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.
Root Cause 5: In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Math performance was below district average.
Root Cause 6: Failure to adjust to to gaps by effectively spiraling in non mastered content
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our Family engagement strategies were not comprehensive across all grade levels.
Root Cause 7: Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Last minute hires resulted in additional turn over
Root Cause 8: Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of consistent staff coaching on behavior management strategies.

Root Cause 9: Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: W must ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last few years

Root Cause 10: Transitions in staff this year made it so that consoler case loads were inconsistent.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

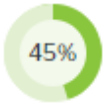
Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Goals

Goal 1: IDEA achieves an A Rating

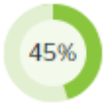
Performance Objective 1: IA & CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Differentiated instruction that meets the diverse needs of EB's in your classroom. This includes varying content, process, and product to accommodate different learning styles and abilities. **Strategy's Expected Result/Impact:** 50% of EB's will maintain or increase in proficiency level. **Staff Responsible for Monitoring:** Teachers/APIs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate HB4545 minutes into our homeroom schedule. Math: Mon/Tues. ELA: We. Thurs. Science: Friday **Strategy's Expected Result/Impact:** 100% of identified scholars meet required minutes per House Bill 4545 **Staff Responsible for Monitoring:** Teachers/APIs **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Purchase additional resources to spiral lowest performing objectives for math and reading. **Strategy's Expected Result/Impact:** Scholars will increase quarterly outcomes between 10 and 15 percent. Ultimately reaching their grade level benchmark. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - Title I, Part A (4120) - $1,667.04	45%	N/A	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Scholars more than 2 years behind did not grow as expected according to staar and eoc's **Root Cause**: Lack of on- grade level Teks aligned intervention.

Goal 1: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data driven analysis for all STAAR contents. We will assess scholar gaps during our daily exit tickets and unit assessments and plan for reteach. **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Teachers/APIs **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly check in between APO and Principal to review current score card review and audit updates. **Strategy's Expected Result/Impact:** Campus receive a score of proficient or higher on the campus safety scorecard **Staff Responsible for Monitoring:** APO/Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. We will communicate two weeks in advance on social media and class dojo. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** School counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

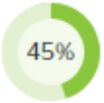
Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will complete anti-bullying and safer smarter school curriculum during first week of school culture camp. **Strategy's Expected Result/Impact:** 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. **ESF Levers:** Lever 3: Positive School Culture	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Burke will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a Positive School Culture Foster a welcoming and supportive environment where students feel connected and engaged. Encourage a sense of belonging by organizing school events, clubs, and activities that cater to different interest **Strategy's Expected Result/Impact:** Foster a welcoming and supportive environment where students feel connected and engaged. Encourage a sense of belonging by organizing school events, clubs, and activities that cater to different interest **Staff Responsible for Monitoring:** All lead team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE coach will incentivize MVPA minutes goal benchmarks monthly. **Strategy's Expected Result/Impact:** 100% of students from 6th-12th grade meet their MVPA minutes goal of X. **Staff Responsible for Monitoring:** Athletic Director **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest in your employees' growth by providing ongoing training and development opportunities. Offering a clear career path within the organization can motivate employees to stay long-term. **Strategy's Expected Result/Impact:** 85% staff retention by the end of the year. **Staff Responsible for Monitoring:** All lead team. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Foster a positive and inclusive workplace culture where employees feel valued, respected, and supported. Encourage open communication, recognize achievements, and provide opportunities for professional growth. **Strategy's Expected Result/Impact:** 85% staff retention **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide regular feedback to employees on their performance, strengths, and areas for improvement. Conduct constructive performance reviews to help employees understand their progress and set goals. **Strategy's Expected Result/Impact:** 85% Staff retention **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Burke is 85% 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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Craft a compelling job description that highlights the benefits of working at your school, the opportunities for professional growth, and the positive impact teachers can make on students' lives. Make sure to include the required qualifications, experience, and any unique aspects of Idea Burke College Prep. **Strategy's Expected Result/Impact:** 100% fully staffed for first day of school **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	30%			

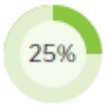
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage with Teacher Colleges and Universities: Establish connections with colleges and universities that offer education programs. Attend career fairs and job placement events to network with potential candidates directly. **Strategy's Expected Result/Impact:** 100% Fully staffed for the first day of school. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 1: Marketing and Outreach Strategy: Develop and implement a comprehensive marketing and outreach strategy to target potential students and parents, highlighting the institution's unique selling points and academic offerings weekly.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train all staff on our competitive advantage as to why Burke. Learn what our college counseling team does and the pros on being a smaller campus. **Strategy's Expected Result/Impact:** Be fully enrolled by the 24-25 school year. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

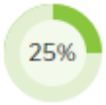
Performance Objective 2: Digital Presence and Social Media: Enhance the school's online presence through a well-designed website, active social media channels, and engaging content to attract a broader audience and improve brand awareness daily.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher and staff testimonials will be recorded and shared on all social media platforms stating their "whys' and "Why Burke" **Strategy's Expected Result/Impact:** Be fully enrolled by the 24-25 school year. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 3: Community Engagement: Strengthen ties with the local community, including nearby schools, businesses, and organizations, to foster positive word-of-mouth referrals and generate interest in the institution monthly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create business partnerships within the community to ensure we can market and flyer at their establishments. **Strategy's Expected Result/Impact:** Be fully enrolled by the 24-25 school year.				
No Progress Accomplished Continue/Modify Discontinue				

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$1,667.04
				Sub-Total	$1,667.04
				Budgeted Fund Source Amount	$1,667.04
				+/- Difference	$0.00
				Grand Total Budgeted	$1,667.04
				Grand Total Spent	$1,667.04
				+/- Difference	$0.00

IDEA Public Schools

Carver College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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

Demographics

Demographics Summary

IDEA Carver College Prep is located on the inner eastside of San Antonio, in a low-income neighborhood, we are a school of choice. Our campus services 671 student total, grade levels range from 6*th* grade to 12*th* grade. Of the total students who attend IDEA Carver College prep, 92% qualify as economically disadvantaged and more than half of our students qualify for free meals in the Child Nutrition Program. The predominate ethnicity on our campus is Hispanic-Latino, comprising nearly 84% of our population, nearly and a quarter of our students fall under student programs (5O4, English language learners, or Special education).

Total School Population- 671

6^{th} – 128

7^{th} – 115

8^{th} -117

9^{th}- 83

10^{th} – 84

11^{th}- 73

12^{th}- 71

Gender

Male-325 (48.44%)

Female- 346 (51.56%)

Ethnicity

Hispanic-Latino 560 (83.46%)

Race

American Indian- Alaskan Native – 1 (0.15%)

Asian- 4 (0.60%)

Black-African American- 75 (11.18%)

Native Hawaiian-Pacific islander- 0 (0.00%)

White- 31 (4.62%)

Student Programs

Special Education (SPED)- 68 (10.13%)

Section 504- 21 (3.13%)

Emergent Bilingual (EB)- 81 (12.07%)

Student Indicators

At-Risk- 279 (41.58%)

Economic Disadvantage

Economic Disadvantage Total- 616 (91.80%)

Free Meals- 374 (55.74%)

Demographics Strengths

Carver has a diverse staff on campus and staff name that they feel our current staffing roster reflects diversity.

Our campus has retained 96% of our top performing teachers for the 23-24 school year which is an 11 point increase from 21-22.

Our Average daily attendance increased to 92.67% from the previous year.

We were rated one of the top schools in San Antonio.

Overall persistence increased by 5% from year to year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall Student Persistence is at 90.15% **Root Cause:** 1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills

Problem Statement 2 (Prioritized): Our ADA is at 92.77% **Root Cause:** 1. Unclear ADA matrix 2. Lack of incentives for scholars with good ADA

Student Learning

Student Learning Summary

STAAR	21-22	AA		22-23	AA
English 1	85/74/31	63		87/73/29	63
English 2	95/89/23	69		90/77/14	60
US History	100/95/56	84		99/92/61	84
Biology	99/84/38	74		97/81/37	72
Algebra 1	98/98/78	91		93/76/45	71
EOC AA		76.2			70

On Track- Overall March/April Mock AA: 39
ELA Mock AA: 36
Math Mock AA: 40
Sci Mock AA: 44
SpEd AA: Math-14
Reading-13
EL AA: Math- 28 Reading- 13

College Matriculation-On Track for 100%

CSI/ SPED Data
16.22%
1.5 Yr. Growth

AR-
Word Master- 95%
Royal Reader-11%
Typing-99%

Hotspot-
Math Master- 99%
Math Genius-69%

Student Learning Strengths

- Strengths in coaching by incorporating Mechanisms for assistant principals to grow data immediately.
- Mechanisms included but were not limited to daily first teach observations and tight loop coaching

- College counseling team set accountability factors with students and team by incorporating individualized support and weekly tacticals. Team worked collaboratively in course sequencing in order to accomplish college matriculation goal.
- CSI/ Sped Team fostered a strong sense of urgency by creating a rigorous schedule meant to maximize time in classrooms as push-in/pull-out support. Teacher also incorporated and explored new curriculum methods in order to increase the rigor and sense of urgency with their caseload

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6-8 Reading STAAR Approaches scores have fallen below 90% **Root Cause:** 1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Problem Statement 2 (Prioritized): 6-7 Math STAAR Master scores have fallen below 30% **Root Cause:** 1. APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. 2. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

School Processes & Programs

School Processes & Programs Summary

IDEA Carver CP employed 47 teachers during the school year. We have 15 Master Teachers, 18 Advanced-High Teachers, 10 High performing teachers and 4 developing teachers on campus. Our Administration team is composed of our Principal, two Assistant Principals of Instruction, a School Success Advisor, a campus based Social Worker, three College Counselors, Carver also boosts a 'Grade Team Leader' per grade level and 'Content Leaders' for each specific content. Campus administration holds weekly professional development lead through campus/district leadership. To better align and support our campuses Social Emotional Support mindset, our Student Success Advisor provides tier 1 support and School Social Worker provides tier 2 and 3 support for our students. Carver has moved to a one-to-one technology model, in which all our scholars are issued a school laptop or Chromebook, free of charge.

Our Middle school English department utilizes 'Wit and Wisdom' as a base curriculum, while our English 1 and 2 teachers use Springboard to better prepare our scholars for the rigor of AP English Language/Literature. Our math department uses a district-based curriculum for our 6th grade math to Algebra 2. Our campus also has a variety of afterschool clubs (chess, anime, film, board game, art, No Place for Hate, National Honor Society and UIL) and sports in both Middle school and High school areas (male/female Basketball, male/female Soccer, male/female Volleyball, football and golf). We also have band integrated in our schedule.

School Processes & Programs Strengths

IDEA Carver retains 84% of students year over year

Data Strengths outlined from Carver's Panorama survey:

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'Based on your overall experience this year at IDEA, do you plan on returning the new year?'.

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'My child's schools is preparing my child for college'.

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'The adults at my child's school care about the students'.

-IDEA Carver students and Parents rate us at a 4.8/5 on the statement 'My child feels safe at school (in classroom/lunchroom/hallways/or at recess and heshe feels they belong)

-IDEA Carver students and Parents rate us at a 4.7/5 on the statement 'I am aware that there is an anonymous tip line or hotline for reporting dangerous or unsafe behavior at this school'.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Carver College Prep has a 96% teacher retention. **Root Cause:** 1. Late hires do not receive the same high-quality onboarding that is typical of new hires 2. New teachers have not received consistent professional development around classroom management techniques.

Problem Statement 2 (Prioritized): Inconsistent Tier 1 Supports by teachers and admin **Root Cause:** 1 New teachers struggle to determine if Tier 1 or Tier 2 supports best serve the scholar/situation 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Perceptions

Perceptions Summary

Staff/Scholar Retention & Engagement

Staff Retention 97.18%

Student Persistence 90.6%

ADA: 97%

Student Teacher Survey- 604 Responses

Student Survey Data about School 3.7/5

Student Survey Data about Teacher 3.4/5

Teacher Parent Survey- 367 Responses

Family Survey Data about School 4.9/5

Teacher Career Pathway Family Survey 4.4/5

Perceptions Strengths

Each year all IDEA Carver College Prep. Parents and students participate in the Panorama Education Survey. Below are strengths in the data:

Student SEL Competencies

Emotional Regulation 3.4/5 -Top 60th-79 percentile

Family Survey

Healthy Kids Here Initiative 4.8/5- +0.6 2021-2022 School Year

Family Survey Data about School 4.9/5- +0.5 2021-2022 School Year

Staff Retention

Staff Retention on Track 97.18%- Goal 85%

Increased staff joy, more celebrations and feedback implementation mechanisms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): NTI Persistence is below 85% **Root Cause:** 1.NTI scholars did not have consistent touch points with admin 2.We did not prioritize Tier 1 supports for NTI

Problem Statement 2 (Prioritized): 30 - 40 % of our parents attended our after school events. **Root Cause:** 1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs

Priority Problem Statements

Problem Statement 1: 6-8 Reading STAAR Approaches scores have fallen below 90%

Root Cause 1: 1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 6-7 Math STAAR Master scores have fallen below 30%

Root Cause 2: 1. APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. 2. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

Problem Statement 2 Areas: Student Learning

Problem Statement 3: NTI Persistence is below 85%

Root Cause 3: 1.NTI scholars did not have consistent touch points with admin 2.We did not prioritize Tier 1 supports for NTI

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Inconsistent Tier 1 Supports by teachers and admin

Root Cause 4: 1 New teachers struggle to determine if Tier 1 or Tier 2 supports best serve the scholar/situation 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our ADA is at 92.77%

Root Cause 5: 1. Unclear ADA matrix 2. Lack of incentives for scholars with good ADA

Problem Statement 5 Areas: Demographics

Problem Statement 6: Overall Student Persistence is at 90.15%

Root Cause 6: 1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills

Problem Statement 6 Areas: Demographics

Problem Statement 7: 30 - 40 % of our parents attended our after school events.

Root Cause 7: 1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Carver College Prep has a 96% teacher retention.

Root Cause 8: 1. Late hires do not receive the same high-quality onboarding that is typical of new hires 2. New teachers have not received consistent professional development around classroom management techniques.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

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)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage our RTTC teachers to use instructional time to prep for ACT **Strategy's Expected Result/Impact:** Increase in ACT Scores **Staff Responsible for Monitoring:** CC's and RTTC Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	100%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor OTG in each grade level (9-12) **Strategy's Expected Result/Impact:** More students will earn more credits and be on track to move on to the next grade level **Staff Responsible for Monitoring:** DCC and CC Team	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC,

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focusing on ensuring high quality instruction through weekly instructional rounds providing real time coaching. Weekly Instructional lead team meetings focus on weekly data and action steps. Leverage teacher leaders CTL and GTL to complete instructional rounds to push the rigor in the classroom. **Strategy's Expected Result/Impact:** Raise the quality of instruction in the classroom . **Staff Responsible for Monitoring:** Javier Tovar, Luis Vasquez **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using Locus dashboard and Campus executive tracker and respond to data in a timely and effective manner. **Strategy's Expected Result/Impact:** Bring awareness to Campus and teacher leaders by tracking and assessing academic achievement. **Staff Responsible for Monitoring:** API's **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED scholars scoring in the approaches range measured by Math STAAR and/or Reading STAAR

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly tracking meeting for SPED population. **Strategy's Expected Result/Impact:** Teachers are able increase your own effectiveness by seeing trends in student data. **Staff Responsible for Monitoring:** API , SPED Lead, Gen Ed Teacher **ESF Levers:** Lever 5: Effective Instruction	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage intervention class and teachers to provide HB4545 minutes to scholars during instructional day. **Strategy's Expected Result/Impact:** Students will be able to receive extra instruction which will help close any achievement gaps for their particular content. **Staff Responsible for Monitoring:** API, Gen Ed Teacher **ESF Levers:** Lever 5: Effective Instruction	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 90% of scholars persist during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Student Persistence, New Student Persistence, # Positive Calls Weekly, % of NTI parent conferences, # of scholars on mission list

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review mission list daily and respond to all request for communication within 24 hours **Strategy's Expected Result/Impact:** Give parents the opportunity to be heard. **Staff Responsible for Monitoring:** Principal , Student Success Advisor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Communicate school events with families in a timely and effective manner. Event includes but are not limited to ADA incentive days, open house, and report card nights. **Strategy's Expected Result/Impact:** Family Engagement/ Increased Student Persistence **Staff Responsible for Monitoring:** API's, SSA, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 100% of Carver CP students will participate in Move This World program to support classroom behavior and prevent violence by the end of the 2023-2024 school year

High Priority

Evaluation Data Sources: MTW data, observational data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will implement Move This World a minimum of 3 timers per week. **Strategy's Expected Result/Impact:** Students participating in Move This World show an improvement in classroom behavior, an increased ability to manage stress and depression. **Staff Responsible for Monitoring:** Student Success Advisor , API's **ESF Levers:** Lever 3: Positive School Culture	65%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 100% of students meet their MVPA minutes goal by incorporating methods for students to participate in moderate to vigorous physical activity by the end of the 2023-2024 school year.

Evaluation Data Sources: MVPA Student Tracking Guide. Measuring Time

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar protected observation and check-in time with our Athletic director and physical education teachers, in order hold all parties accountable for tracking MVPA minutes goal. **Strategy's Expected Result/Impact:** 100% of student meet the MVPA Goal **Staff Responsible for Monitoring:** API's, athletic director, P.E Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Carver will have 97% Average Daily Attendance for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:00am daily. **Strategy's Expected Result/Impact:** ADA will hit 97% or above for each grade level on a daily basis **Staff Responsible for Monitoring:** APO, Registrar, Admin Team **ESF Levers:** Lever 3: Positive School Culture	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps. **Strategy's Expected Result/Impact:** Increase average daily attendance. **Staff Responsible for Monitoring:** APO	50%			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 85% of staff will return for the 2023-2024 school year for IDEA Carver College Prep.

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of staff members will receive praise weekly, daily temperature checks, and weekly incentives **Strategy's Expected Result/Impact:** All staff will feel validated for their work **Staff Responsible for Monitoring:** Principal, APIs ,DCC, SSA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of instructional staff will be observed and have weekly check ins with direct manager. **Strategy's Expected Result/Impact:** 85% or more of instructional staff and leaders will return for 2023-24 school year; School will receive A-Rating **Staff Responsible for Monitoring:** Principal, API, Managers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Recruit and hire high quality candidates by collaborating with campus and teacher leaders, as well as reviewing and discussing level of experience and coachability. **Strategy's Expected Result/Impact:** High Quality instruction and high staff retention. **Staff Responsible for Monitoring:** Lead Team (Delisa Morales, Luis Vasquez, and Javier Tovar **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Jasmine Luna	Teacher		1
Jeanette Montes	INTERVENTIONIST		1

Addendums

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 percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist 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 Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage 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 number of withdrawals or offenses. All other data points should reflect 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 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

									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%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

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

IDEA Carver

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	24%
% of CSI Passing STAAR	65%
% of SPED Passing STAAR	75%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	94%	94%	96%		85%	95%
% Meets	64%	80%	76%		74%	89%
% Masters	41%	54%	49%		31%	23%
% Student Achievement Average	66%	76%	74%		63%	69%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	36%	55%	% Score 1-3		10%	72%
% Score 2	30%	27%	% Score 4-5			
% Score 3+	34%	19%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1 Use of data (assessment and daily exit ticket) to track individual students progress towards goals, And identify student gaps in learning and possible missconceptions early on.	1 Using Springboard curriculum in highschool courses and higher level texts.
2 Vertical alignement across grade levels, and provide multiple "at bats" planned for during lesson plans	2 More frequent STAAR focused goal setting meetings with students to ensure progress to goals
3 Observing and providing real time feedback, to priority teachers to faciliate quick grow with teachers.	3 Implmentation of additional writing practice in courses 6th through 10th, to increase rigor geared

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	96	86	98%
% Meets	64	61	90%
% Masters	32	31	78%
% Student Achievement Average	64	59.33	88.60%

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	73%		71%	% Score 1-3	
% Score 2	14%		7%	% Score 4-5	
% Score 3+	13%		22%	% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Deep content knowledge and understnding of lesson materials and concepts	1 Differentiated and more consistent content meetings for STAAR/AP teachers to collaborate, share best
2 Strong scope an sequence of teks alignment for staar	2 Additional targeted tutoring schedules to close the gaps created by COVID 19 pandemic
3 Well designed lesson plans with providing scholars with plenty of "at bats."	3 Targeted intervention and early tracking of skills/ concept gaps

IDEA Carver

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	95/84/56	99/77/49

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	95%	99%
% Meets	76%	84%
% Masters	49%	38%
% Student Achievement Average	73%	74%

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1 & 2)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	34%	70	52		% Score 1-3	
% Score 2	26%	27	24		% Score 4-5	
% Score 3+	40%	3	24		% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Teachers convey a deep knowledge of content in thier subject. This led to strong lesson plants with rigor aligned to STAAR/AP exams.	1 Consisten content meetings lead by content leaders, for more specialized techniques and methods for success.
2 Purposeful backwards planning from the districts scope and sequence and allocated for ample insturctional time to prepare/review for STAAR/AP exams	2 Alloting for mote outside of the classroom support mechanisms: afterschool and saturday tutoring
3 Giving students ownership of their progress towards their goals to push towards success.	3 Tracking and monitoring growth of high needs populations.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	93%	89%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	81%	100%	
% Meets	51%	95%	
% Masters	44%	56%	
% Student Achievement Average	58.66%	83.60%	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	62	17	76	64	97	% Score 1-3	
% Score 2	12	47	15	28	0	% Score 4-5	
% Score 3+	20	36	9	12	3	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Early added student support mechanisms such as afterschool tutorials and Saturday Schools that were used to provide more instructional time to priority students.	Additional observation and real time feedback for all teachers from their manager
Use of daily and weekly assessments to track student progress towards goals, identify student misconceptions and plan effective reteaches	Heavier student support mechanisms in middle school that are aligned to rigor of the scope and sequence of the course
Consistent and aligned "at bats" within teacher lesson plans that were delivered clearly and concisely	More consistent SWAM meetings to identify most common student error and misconception to plan stronger reteaches

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	1.36%	2.73%	1.36%	0%	Listening	26.02%
% Intermediate	0%	5.47%	16.43%	16.43%	Speaking	41.09%
% Advanced	41.09%	35.61%	34.24%	36.98%	Reading	19.17%
% Advanced High	57.53%	56.16%	47.94%	46.57%	Writing	31.50%

Reflection	
Areas of Strength	**Areas of Need**
1 Reading comprehension across contents is a strenght consistently across contents.	1 Writing is still an area of need. Implenting more writing in Science and Math courses
2 Students understand their scores and exit criteria	2 higher percentage of students attending tutorinals on speaking
3 Parents and students advocate for accommodations and let their teachers know when they feel they no longer require accommodations	3 Teachers requiring EL students to give extended verbal responses in class

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	
100%	**84.70%**	**16%**	**79%**	**15%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
7%	8%	29%	40%	100%	100%

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
19%	18%	33%	N/A	N/A	96%

Reflections

Areas of Strength	Areas of Need
1 First year hit our 50% acceptance in Tier 1 colleges	1 Need more knowledge in Tier 1 and Tier 2 campuss
2 100% college applications were submitted by November 1st	2 Utilize RTTC 1 & 2 to grow tier 1 and tier 2 mindset for application college process
ensure 100% accuarte and complete FASFA by november	3 Operating mechnisim to complete and update rubics for match and fit.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	30

Reflections	
Areas of Strength	**Areas of Need**
1. Quarterly Principal Temp Checks of all staff members to receive feedback and respond to changes that are needed.	1. Stronger relationship/trust building between managers and direct reports. Need to implement more opportunities for relationships to grow organically and for check-ins to be consistent so that trust is built slowly over time.
2. Retention of SEL and College Counseling team- 100% two years in a row.	2. High teacher turnover in same role (ex. 7th Math, 9th ELA); Adjusted manager distribution across new API's in order to leverage individual coaching strengths in priority subjects.
3. Mechanisms in place for all teachers to utilize when needing support (grade teams, content teams, managers, etc)	3. Tighter coaching of APO to support her retain her team through consistent coaching and follow through.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.56
% Overall Persistence	83.7
% New Student Persistence	68.57
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8.06%
% ELL	10.80%
% Eco Dis	80.72%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.14%
% Asian	0.29%
% White-Hispanic	82.01%
% Multi	0
% Black-African-American	12.37%
% Native-Hawaiian-Pacific-Islander	0.29%
% White	4.89%
% Male	47.77%
% Female	52.23%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Daily reporting of ADA, student work submission, parent communication as an admin team which led to strong	Stronger highlighting of what is offered in high school that sets Carver a part from other schools (AP for All program
Proactive conversations with students of concern to ensure the family and student understands benefit of	Stronger inveterventions in place for low students in high school to ensure success to ensure all students are on track
Provided resources to families to feel supported during virtual learning (laptop, mifi's, transportation solutions)	Bringing back extracurricular activities such as sports, dance, and expanding of the music program that had to be paused

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	68%
% of Families Attended MTT	50%
% Families Attended AP Night	20%
% Families Attend Band Concerts	90% (band families)
% of Families attnend AP Scholar Ceremony	80% (AP Scholar Families)
% of Families attend NHS Induction	70% (NHS Families)
% Families Who Attended EOY Ceremonies	70%
% Families who attended Day of the Dead	30%
% Families who attended Posada	20%
% Families who attended Loteria	20%
% Families who attended Fiesta	30%

Reflections	
Areas of Strength	**Areas of Need**
1 Collaborating with Spanish Honor Society to host cultural events throughout the year	1 Ensuring parking/directions are posted on flyer due to the uniquness of our campus lay out
2 Messaging out events to families and students	2 Increase student celebrations that include families
3 Award Ceremony and MTT night highest turnout, celebrating students will get families to come	3 Additional particpation in events from teachers and staff

IDEA Public Schools

Converse College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 17, 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

Demographics

Demographics Summary

IDEA Converse College Prep was established in 2021.Our mission is to become the largest producer of college graduates who use their education to make positive changes in their communities.

The current student enrollment is 292 students in grades sixth through eighth grade with an average daily attendance of 93.77%

Student Demographics of IDEA Converse College Prep is the following: 25% African Americans students, 57% Hispanic, 13% white, 1% Pacific Islander, 1% two or more races, 2% Asian. Eighty-six percent of students are economically disadvantaged, and seventeen percent is emergent bilingual/English Language Learners.

Converse College Prep has a full time school counselor, a full time health aide on staff, and a full time registered nurse. IDEA Converse College Prep has a 44% teacher retention rate.

Demographics Strengths

We have a diverse staff on campus that reflects our student population.

We have high levels of engagement from our families and our staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year. **Root Cause:** 1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.

Problem Statement 2 (Prioritized): Our overall persistence was at 81.97%. Currently we are not meeting our 90% persistence goal. **Root Cause:** 1.The behavior management system lacked clear consequences and restorative practices. 2.There was a lack of accountability following the behavior management system.

Student Learning

Student Learning Summary

IDEA Converse is currently an A Rated campus for the 21-22 school year We are still pending the TEA final results for the 23-24 school year. Based on our Mock Exam we were able to identify some bright spots and some areas of concern. Our 8th grade ELA scholars scored 3rd in the region . Our Biology increased by 12 points with consistent coaching. We are focused on increasing our scores in 6-8th grade math.

- 6th grade math scores AA-38 65/50/0
- 7th grade math scores AA-34 62/31/10
- 8th grade Algebra 1 scores AA-28 54/21/9

Student Learning Strengths

8th grade scored third in the region and fifteenth in the district on the Mock Exam.

AP Biology was able to increase their achievement average by 12 points.

We have strong internal data tracking.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CFS for screen to scratch annotations and implementation is different across grade levels. **Root Cause:** (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies.2. No clear criteria for success for annotations across campus.

Problem Statement 2 (Prioritized): 9% of 8th grade Sped scholars met the approaches range. **Root Cause:** 1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

School Processes & Programs

School Processes & Programs Summary

At Converse, we have many school processes and curriculum support programs for students to support college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, Spanish, and RTTC(Road To And to College).

At Converse, we provide professional development to 100% of our teachers and staff through live coaching and weekly PD sessions.

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus teachers' attention on the key areas for excellent teaching such as: strong/clear lesson planning, tight loop coaching, and weekly coaching conversations. We have data-driven professional development targeting instructional gaps in order to address low performance observed in classroom.

We offer afterschool athletics including basketball, football, cross country, volleyball, and track. We also offer anime club after school.

School Processes & Programs Strengths

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "This school holds my child to high academic standards."

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "I receive information in a way that I can understand."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Converse College Prep has 42% staff retention. **Root Cause:** Failure to foster a positive and supportive school culture where teachers feel valued, respected, and supported. Failure to create systems for collaboration, open communication, and teamwork among teachers, administrators, and staff members.

Problem Statement 2 (Prioritized): Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration. **Root Cause:** There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Perceptions

Perceptions Summary

Perception of IDEA Converse College Prep is improving steadily each year. We have improved in consistency as it relates to solving student-to-student conflict and clarity in our academic model. IDEA Converse's attendance is currently at 93% for the 2022-2023 school year. We use our ADA Matrix to increase attendance. Conflict on our campus is addressed through restorative practices centered around our social emotional based program Move This World. Move This World helps students and teachers learn and implement essential social emotional skills that can be used in the classroom and beyond by focusing on: Self awareness- Identifying Emotions; Self Management- Managing Emotions; Social Awareness-Being Empathetic; Relationship Skills and Responsible Decision Making.

Perceptions Strengths

66% of teachers believe that we are on a physically safe campus.

69% of teachers believe that they believe that they have a friend at work.

67% of students and parents would rate our services as excellent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families feel they have limited opportunities to be on campus during the school day to engage with their scholar. **Root Cause:** 1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.

Problem Statement 2 (Prioritized): Failure to establish open lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported. **Root Cause:** 1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

Priority Problem Statements

Problem Statement 1: Our overall persistence was at 81.97%. Currently we are not meeting our 90% persistence goal.

Root Cause 1: 1.The behavior management system lacked clear consequences and restorative practices. 2.There was a lack of accountability following the behavior management system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.

Root Cause 2: 1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: CFS for screen to scratch annotations and implementation is different across grade levels.

Root Cause 3: (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies.2. No clear criteria for success for annotations across campus.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 9% of 8th grade Sped scholars met the approaches range.

Root Cause 4: 1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Converse College Prep has 42% staff retention.

Root Cause 5: Failure to foster a positive and supportive school culture where teachers feel valued, respected, and supported. Failure to create systems for collaboration, open communication, and teamwork among teachers, administrators, and staff members.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.

Root Cause 6: There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Failure to establish open lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.

Root Cause 7: 1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.

Root Cause 8: 1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey 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
- Male / Female performance, progress, and participation 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches , 60% meets and 30% masters on the reading and Math STAAR, Biology EOC, Algebra 1 EOC

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket data, Quiz Data , Test Data , Semester Exam Data, Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately on a weekly basis				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage 15-minute intervention block during class period to provide accelerated instructional minutes **Strategy's Expected Result/Impact:** Increase scholar scores **Staff Responsible for Monitoring:** Principal/API	N/A			

  No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED Students attain approaches in Math and Reading STAAR by June 2024 (TEC 11.253(d)(2))

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data , Test Data, Semester Exam, Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that all Sped Scholars are receiving accommodation through tracking SPED accommodation **Strategy's Expected Result/Impact:** Increase SPED students attaining approaches on the Math and Reading STAAR. **Staff Responsible for Monitoring:** SPED Teacher , API , Principal	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 40% of 9th grade scholars are exempt from TSI testing.

Evaluation Data Sources: TSI Exemption Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leveraging RTTC block to prepare scholars to become TSI exempt **Strategy's Expected Result/Impact:** Increase in TSI scores **Staff Responsible for Monitoring:** College Counselor/Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include persistence events with timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Family engagement nights provide an opportunity for families, teachers, and students to connect and build positive relationships. When families are actively involved and feel connected to the school community, students are more likely to persist in their academic pursuits. Strong relationships foster a sense of belonging and support, which motivates students to stay committed to their education. **Funding Sources:** - Title I, Part A (4120) - $12,426.57	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 100% of school 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the Morning Meeting block to teach the Anti-Bullying and Safer, Smarter School curriculum. **Strategy's Expected Result/Impact:** Ensure the completion of the curriculum. **Staff Responsible for Monitoring:** Principal/API	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Converse CP will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily ADA Tracker, Weekly Tracker

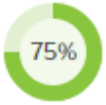
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Regularly track attendance data to identify trends and patterns. Analyze the data to pinpoint specific areas or grade levels where attendance rates may be lower, and tailor interventions accordingly. Use data to measure progress, identify areas for improvement, and adjust strategies as needed. Develop a system that recognizes and rewards students with excellent attendance. Consider implementing incentives such as certificates, awards, recognition events, or small prizes to encourage regular attendance. **Strategy's Expected Result/Impact:** Increase ADA on all grade levels.	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students meet their MVPA minutes goal by incorporating methods for students to participate in moderate to vigorous physical activity by the end of the 2023-2024 school year.

Evaluation Data Sources: MVPA data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Goal setting with individual scholars so that scholars can track their individual progress. **Strategy's Expected Result/Impact:** Increase scholar participation to reach MVPA minutes **Staff Responsible for Monitoring:** PE Teacher , Principal API				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase staff retention through providing support to teachers .	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Create a positive work environment and improve student outcomes **Staff Responsible for Monitoring:** Principal API	90%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Ensure 100% of new-to-IDEA offers have fully registered by the first day of school and completed onboarding.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide consistent opportunities for new student registration and onboarding. **Strategy's Expected Result/Impact:** 100% completion **Staff Responsible for Monitoring:** Principal and APO	95%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$12,426.57
				Sub-Total	$12,426.57
				Budgeted Fund Source Amount	$1,246.57
				+/- Difference	-$11,180.00
				Grand Total Budgeted	$1,246.57
				Grand Total Spent	$12,426.57
				+/- Difference	-$11,180.00

IDEA Public Schools

Eastside College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 2023

Mission Statement

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

The mission statement for IDEA Eastside College Prep is that with a unique curriculum, effective instruction, rigorous academics, and a thriving college-going culture, scholars from underserved communities can achieve 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

Demographics

Demographics Summary

IDEA Eastside CP is a Title 1 middle and high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities.

Our campus is a full scale campus serving all grades from K-12. We pride ourselves on serving the underserved community and cater our services to provide a secure, safe environment for our schoalrs to be successful. We offer AP for all scholars affording each student the opportunity to achieve success at the hightest of all levels.

Our demographics is as follows:

Idea Eastside MS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
6th	110	0	1	17	0	1	91
7th	107	0	0	14	0	1	92
8th	120	1	1	22	0	1	96

Idea Eastside HS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
9th	94	0	0	14	1	7	71
10th	64	0	0	9	0	3	53
11th	57	0	0	9	0	1	48
12th	63	0	0	42	1	1	50

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading

down and all stakeholders are not bought into the mission/success of IDEA Eastside. **Root Cause:** The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Problem Statement 2: There is a difference in work responsibility when it comes to our certified and non - certified teachers. **Root Cause:** Certified teachers are more cognizant of planning/implementing instruction, following the guidelines set by TEA and ensuring that they are operating within the realm of their contracts. Certified teachers are aware that infractions can be reported to TEA and therefore they run the risk of losing their certifications.

Student Learning

Student Learning Summary

Compared to other MS / HS campuses who serve our demographic in our area we are the highest rated. This year we currently hold a grade of a B awarded by TEA. 100% of our scholars are on track to graduate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus is lacking bell to bell instruction **Root Cause:** (2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Problem Statement 2: Grade level expectations are not aligned for student success amongst the campus. **Root Cause:** (1.a) Lack of cohesion and accountability amongst GTM's and GTL's (1.b) Too much flexibility among grade levels to create their own expectations

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The lack of teacher commitment to the campus will lead to excessive days off, additional work for other teachers, attendance issues for students, lower to no learning, lower test scores and a souring of the campus culture that will lead to committed teachers to look for opportunities elsewhere. **Root Cause:** A better interview process, bringing in the GTL and/or teachers from that grade level, regarding applicants could help to add additional incentive toward a more concrete hiring decision.

Problem Statement 2 (Prioritized): No consistent mentor program for new teachers leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus. **Root Cause:** A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Perceptions

Perceptions Summary

At Idea Eastside we use the RULER Method to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. Over the last two years we have experienced a drop in parent participation due to the pandemic; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students, parents and community are disconnected from the school culture **Root Cause:** Lack of visibility of teachers and administration to community and families

Problem Statement 2: Student bullying and behaviors (absences, acting out, drugs, fighting) not addressed or addressed to late. **Root Cause:** Expectations for students and teachers in regards to behavior, discipline and consequences are unclear and inconsistent.

Priority Problem Statements

Problem Statement 1: The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.

Root Cause 1: The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Campus is lacking bell to bell instruction

Root Cause 2: (2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Problem Statement 2 Areas: Student Learning

Problem Statement 3: No consistent mentor program for new teachers leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.

Root Cause 3: A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students, parents and community are disconnected from the school culture

Root Cause 4: Lack of visibility of teachers and administration to community and families

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

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

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Tutoring after school **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all scholars attend ACT Bootcamp **Staff Responsible for Monitoring:** Monica Ruiz **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure we are providing targeted instruction for all scholars who have not passed the TSIA assessment	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all scholars have ample opportunities to test. **Staff Responsible for Monitoring:** Javier Gonzalez	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Implement Summit K-12 with fidelity	Formative			Summative
	Oct	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Implement targeted intervention time for all scholars taking the Telpas assessment	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and implement a tracking mechanism to ensure all scholars are meeting required number of hours.	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all HB4545 scholars are being provided the intervention period to meet required minutes **Staff Responsible for Monitoring:** Danyelle Simmons	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure IEP accommodations are being implemented with fidelity.	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all SPED scholars are receiving tutoring and intervention. **Staff Responsible for Monitoring:** Denise Delgado	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach all teachers to mastery to ensure students are benefiting from a solid first teach.	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: STAAR Performance for Math or Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Progressive Learning to increase student achievement. **Title I:** 2.4 **Funding Sources:** Progress Learning - Title I, Part A (4120) - PAR - $2,676	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted intervention daily for both contents.	100%	100%	100%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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: Ensure CCT meets monthly to address any safety concerns and proactively create solutions	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Campus conducts and records all safety drills. **Staff Responsible for Monitoring:** APO	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))	Oct	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Engage more with parents on social media to promote family engagement events.	Oct	Jan	Mar	June
	55%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
Strategy 1: Calendar non-negotiable dates to ensure deadline is adhered to.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure all scholars attend the required trainings.	Formative			Summative
	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 4: 100% of schools will be in compliance with the Title I Family Engagement Requirements (e.g., Meet the Teacher)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Translate events into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** 90% Student Persistence **Staff Responsible for Monitoring:** Rasheda Goodwine **Title I:** 4.2	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all social media posts are translated in Spanish.	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ADA minute by minute to ensure scholars who are not present are receiving phone calls.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide incentives for scholars who are meeting ADA guidelines				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
Strategy 1: Ensure all scholars are tracking using the provided instrument.	Formative			Summative
	Oct	Jan	Mar	June
	30%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure proper tracking is happening for MVPA minutes.	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Ensure tight loop coaching to help all teachers achieve mastery and gain confidence.	Formative			Summative
	Oct	Jan	Mar	June

  No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure proper onboarding of all newly hired staff.	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1	Progress Learning	PAR	$2,676.00
				Sub-Total	$2,676.00
				Budgeted Fund Source Amount	$2,676.17
				+/- Difference	$0.17
				Grand Total Budgeted	$2,676.17
				Grand Total Spent	$2,676.00
				+/- Difference	$0.17

IDEA Public Schools

Edgecliff College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 28, 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

Demographics

Demographics Summary

IDEA Edgecliff serves 6*th*, 7*th*, 8*th*, and 9*th* grade students who are 90.19% economically disadvantaged. We reside in District 8*th* in Fort Worth, TX. In our district community, less than 10% of schools of schools are given an accountability rating of an A or B. We are a public charter school, who believes in students going to and through college. We currently are full scale middle school in hopes of driving multiple AP courses and an Early College program as we expand and grow through 12*th* grade.

Demographics Strengths

- A rated campus after our first official rating from TEA.
- Edgecliff is providing a quality education for economically disadvantaged students in our area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There was an increase in student level II/Level III student code of conduct violations from last year to this year **Root Cause:** Culture and expectations must be consistent from classroom to classroom to ensure students are following the rules. We lacked providing knowledge, motivation, and sufficient deterrence to scholars around school safety.

Problem Statement 2 (Prioritized): we did not meet our ADA goal of 97%. **Root Cause:** Delayed implementation of a strong incentive program with low data visibility to leverage student, staff, and parent support.

Student Learning

Student Learning Summary

This school year our school was rated a 90A. We had huge success in relative performance achieving a 92A in Domain 2. 86|B in Domain 1 and 85 in Closing the gaps. When comparing our data to other schools in our community that are similar to our make, we are 1 of 2 of the top performing middle schools in the district. We shined bright in our ELA content, as 7th grade achieved 50% masters and 92% of all scholars reached their growth goals in reading. Math is an area of growth that held up back from receiving our progress and closing the gap distinction. But with such high numbers in meets and masters across the board we were awarded the post secondary distinction. Edgecliff College Prep averaged 55% meets and 32% mastered, with a 55 achievement score.

Student Learning Strengths

- Our ELL scholars out perform the overall achievement for every content except for 8th grade ELA
- 8th grade scholars are out performing all grade levels
- CSI consistently meeting their yearly goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Historically writing was not an area of focus, therefore writing impacted all STAAR content areas. **Root Cause:** No clear vision on the implementation and execution of strong writing instruction.

Problem Statement 2 (Prioritized): Scholars consistently having academic struggles due to a lack of accommodations. **Root Cause:** Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through intential internal and external professional development that equips leaders in driving outcomes. Many practices are adapted from RELAY graduate fellowship programs, where 100% of all instructional staff have attended. First year instructional leaders are required to attend district development and receive close support from regional content coaching. On campus, the principal drives individual coaching through side by side, real time, and modeling. The principal usings the district's School Leadership Levers as a rubric to assess competency.

Teachers development is centered around what we call the coaching cycle. Instructional leaders have mechanisms in place to practice, observe, celebrate, and grow teachers. In addition there is a campus professional development scope and sequence to introduction best practices and to close gaps in problems of practice. Instructional leaders use the district's Guide to Excellent Teaching rubric to development and evaluate performance.

Although we had strong Professional Development at the beginning of the school year and throughout the year, there were gaps in culture campus-wide. According to our Dean's List report.

56 – bullying

9 - sexual harassment

64 – fighting

665 - repeated level 1s

6 - drugs (taking, possessing, distributing)

School Processes & Programs Strengths

-Solid Summer PD plan for teachers and leaders.

- Teach Boost data shows teachers are not novice

- Culture Camp had 90% of students participating before school start for new scholars.

- 99% of leaders attended outside conferences that help strengthen school process and programs.

-Special programs (CSI) goal 50% meeting their goal and we hit at 51%

-Strong first day of school culture for students to follow

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are a high number (665) of incident referrals aligned to level 1 offenses. **Root Cause:** Our behavior management system and PBIS are not preventing level 1 offenses therefore professional development is needed around classroom management.

Problem Statement 2 (Prioritized): Critical Student Intervention and Response to Intervention were not prioritized to the level needed to impact student outcomes **Root Cause:**

Lack of collaboration across grade level cohorts resulted in incomplete analysis and processes of students' needs

Perceptions

Perceptions Summary

Conflict on campus is reduced through peer mediation, public speakers to address social emotional needs, mentoring programs, parent conferences, individualized restorative conversations and practices (inside and outside the classroom), and consistent communication and partnership with families.

Parent/Guardian/Community participation rates are measured through survey reports, family engagement attendance trackers, and documented parent communication. Transportation, work schedules, lack or over communication, and language/cultural barriers may prevent participation.

Perceptions Strengths

- Each year IDEA does talent review
    - 52% of teachers are A players
    - 48% are B players
- Each year, IDEA does student and parent surveys.
    - IDEA students rate IDEA as 93% "My teachers have talked to me about school safety"
    - IDEA parents rate IDEA 100% "My school holds my child to high academic standards"
    - IDEA parents rate IDEA 86% "My child's school is preparing my child for college"
    - IDEA parents rate IDEA 86% "I feel welcome at my child's school"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of extracurricular activities and electives reduced interest in 8th re-registration **Root Cause:** We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Problem Statement 2 (Prioritized): Many staff members felt they did not have work life balance **Root Cause:** The promotion to staff around measures being taken to improve work life balance was not widespread

Priority Problem Statements

Problem Statement 1: There was an increase in student level II/Level III student code of conduct violations from last year to this year

Root Cause 1: Culture and expectations must be consistent from classroom to classroom to ensure students are following the rules. We lacked providing knowledge, motivation, and sufficient deterrence to scholars around school safety.

Problem Statement 1 Areas: Demographics

Problem Statement 2: we did not meet our ADA goal of 97%.

Root Cause 2: Delayed implementation of a strong incentive program with low data visibility to leverage student, staff, and parent support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Historically writing was not an area of focus, therefore writing impacted all STAAR content areas.

Root Cause 3: No clear vision on the implementation and execution of strong writing instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Scholars consistently having academic struggles due to a lack of accommodations.

Root Cause 4: Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There are a high number (665) of incident referrals aligned to level 1 offenses.

Root Cause 5: Our behavior management system and PBIS are not preventing level 1 offenses therefore professional development is needed around classroom management.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Critical Student Intervention and Response to Intervention were not prioritized to the level needed to impact student outcomes

Root Cause 6: Lack of collaboration across grade level cohorts resulted in incomplete analysis and processes of students' needs

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of extracurricular activities and electives reduced interest in 8th re-registration

Root Cause 7: We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Many staff members felt they did not have work life balance

Root Cause 8: The promotion to staff around measures being taken to improve work life balance was not widespread

Problem Statement 8 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 70% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock Telpas assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ELL Point Person will ensure students paperwork is 100% incompliance and ensure teachers have the most up to date records quarterly **Strategy's Expected Result/Impact:** Students are provided with accommodations and supports with learning in class and on assessments **Staff Responsible for Monitoring:** Testing Coordinator **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool tracker, locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 6/7 graders will be serviced for Math, ELA, and Science during individualized learning spaces of Accelerated Reader, Hotspot Learning (Imagine Learning), and Writing/Intervention beginning the 2nd week of school. **Strategy's Expected Result/Impact:** 100% of 6/7 graders finish HB4545 minutes and remediation by End of Semester 1. **Staff Responsible for Monitoring:** Testing Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 8/9 graders will be serviced during afterschool tutorial sessions and during electives as schedule permits starting the 2nd week of school. **Strategy's Expected Result/Impact:** Students will complete all Reading and Math minutes by end of semester 1 and ELA and Humanities by end of semester 2. **Staff Responsible for Monitoring:** Testing Coordinator **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 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))

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard. Regional and District assessments, semester exam, mock exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After each weekly, and unit assessment managers will facilitate a data meeting/SWAM to analyze student data. Data will be reported in data dashboard. **Strategy's Expected Result/Impact:** we use data driven instruction to guide our instructional needs to be able to close gaps in student learning quickly. **Staff Responsible for Monitoring:** APIs and Content Leaders **Title I:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Include SPED and Content Leaders on all instructional operating mechanisms (lesson rehearsals, content PLCs, SWAMs, side by side planning ETC) **Strategy's Expected Result/Impact:** Increase students support and identify scholars needing additional support (RTI) **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Offer a writing and intervention course for 100% of 6/7 scholars starting instruction the second week of school **Strategy's Expected Result/Impact:** Increase in student meets and mastery **Staff Responsible for Monitoring:** 6/7 API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Historically writing was not an area of focus, therefore writing impacted all STAAR content areas. **Root Cause**: No clear vision on the implementation and execution of strong writing instruction.
Problem Statement 2: Scholars consistently having academic struggles due to a lack of accommodations. **Root Cause**: Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

Goal 2: Increase student persistence

Performance Objective 1: CP: Campus retains 85% of 8th grade students transitioning to 9th grade.

High Priority

Evaluation Data Sources: Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a strong extracurricular activity system starting by September 16th. **Strategy's Expected Result/Impact:** 8th grade scholars will persist to high school. **Staff Responsible for Monitoring:** School Counselor and College Counselor **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of extracurricular activities and electives reduced interest in 8th re-registration **Root Cause**: We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: participation logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a year long calendar and plan all events 3-6 weeks ahead. **Strategy's Expected Result/Impact:** Increase student and parent engagement. **Staff Responsible for Monitoring:** School counselor/College Counselor/ School social worker **Title I:** 4.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Edgecliff CP will increase the attendance of students and families at school wide events in order to promote a stronger partnership between families and the school. To increase attendance, we will offer more engaging activities which also includes academic games and relevant trainings for families. **Strategy's Expected Result/Impact:** This will increase family participation by 10% from last school year. **Staff Responsible for Monitoring:** Principal, APIs, Social Worker, and School Counselor. Teachers and staff will support. **Funding Sources:** Pens, pencils, papers, posters, translation devices, etc. - Title I, Part A (4120) - $1,637.36				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Edgecliff will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and roll out ADA incentive program starting after the 11th day of school. **Strategy's Expected Result/Impact:** Students are motivated to come to school. **Staff Responsible for Monitoring:** APO				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Begin planning for college field lessons beginning at the end of July. Trip 50% funded 3 months before departure and 100% 1 month before departure. **Strategy's Expected Result/Impact:** 80% of students participate in field lesson **Staff Responsible for Monitoring:** Grade Level Leaders, APIs, School Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone completion tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train staff members on each level on staff development process 1 month prior to each round's completion date **Strategy's Expected Result/Impact:** 100% of tasks are complete 1 week prior to deadline **Staff Responsible for Monitoring:** Performance Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Many staff members felt they did not have work life balance **Root Cause**: The promotion to staff around measures being taken to improve work life balance was not widespread

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Edgecliff is 100% 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

High Priority

Evaluation Data Sources: Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bi weekly business partnership meetings with Human Assets and Staffing. **Strategy's Expected Result/Impact:** we retain teachers and/or fill positions within 30 days of vacancy. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Many staff members felt they did not have work life balance **Root Cause**: The promotion to staff around measures being taken to improve work life balance was not widespread

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IDEA Edgecliff Colleg Prep will be enrolled at a target of 480 by the 11th day of school.

High Priority

Evaluation Data Sources: Locus dashboard and powerschool

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: IDEA Edgecliff College Prep will not drop below enrollment budget target of 448 throughout the SY 23-24.

High Priority

Evaluation Data Sources: Locus Dashboard

School Processes and Programs

Committee Role	Name	Position
Classroom Teacher	Eboni Steward	Teacher
Classroom Teacher	Tamara Anderson	teacher
Classroom Teacher	Megan Sotelo Kemmis	7th Grade Inclusion Teacher/ Co Teacher
Classroom Teacher	Desirea McGinnis	Teacher
Classroom Teacher	Shannon Johnson-Lackey	Teacher
Administrator	Breyona Morrison	

Demographics

Committee Role	Name	Position
Classroom Teacher	Courtney Williams	
Classroom Teacher	Patricia Aguirre	
Classroom Teacher	Douglas McWhorter	
Classroom Teacher	Cherod Simpson	
Classroom Teacher	Priscilla Pena	
Administrator	Nancy Jasso Juarez	

Student Learning

Committee Role	Name	Position
Administrator	Sasha Jones	
Classroom Teacher	Gloria Williams	Teacher
Classroom Teacher	Shlynda Askew	Teacher
Classroom Teacher	Deklon Smith	Teacher
Classroom Teacher	Alexis Foster	Teacher
Classroom Teacher	Yezenia Soto	Teacher
Classroom Teacher	Janae Young	Teacher

Perceptions

Committee Role	Name	Position
Administrator	Kenieka Francis	Principal
School Counselor	Joshlan Ahart	School Counselor
Classroom Teacher	Kortnee Alston	Teacher
Classroom Teacher	Karmarie Varona	Teacher
Classroom Teacher	Briceida Banks	Teacher
Classroom Teacher	Monica Villarreal	teacher
Classroom Teacher	Joshua Poole	Teacher

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Pens, pencils, papers, posters, translation devices, etc.		$1,637.36
				Sub-Total	$1,637.36
				Budgeted Fund Source Amount	$1,637.36
				+/- Difference	$0.00
				Grand Total Budgeted	$1,637.36
				Grand Total Spent	$1,637.36
				+/- Difference	$0.00

IDEA Public Schools

Edgemere College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 12, 2023

Mission Statement

IDEA Public Schools Mission

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

IDEA Edgemere College Prep Mission

IDEA Edgemere College Prep prepares ALL scholars to support one another, overcome obstacles, accept responsibility, and realize success (SOAR) along their journey to and through college.

Vision

IDEA Public Schools Vision

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

Core Values

IDEA Public Schools Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

From the latest data available, IDEA Edgemere College Prep is home to 538 scholars in grades 6-10. For the 23-24 school year, our membership is projected to increase to 680 scholars in grades 6-11. Our student population includes scholars who identify in the following ways: Male (52.23%), Female (47.77%), Hispanic-Latinx (81.41%), Black-African American (4.83%), White (9.48%), Asian (2.04%), Receiving services through Special Education (12.45%), Receiving supports through Section 504 (3.72%), and Emergent Bilingual (32.53%). Scholars have also been identified against state criteria in the following ways: At-Risk (45.72%), Immigrant (1.30%), Intervention Required (11.90%), Economically Disadvantaged (73.98%), Free Meals Program Participant (42.57%), Reduced-Price Meals Program Participant (3.35%), and Other Economic Disadvantage (28.07%).

Demographics Strengths

- Enrollment has grown to expand service
- Continued provision of LRE through college preparatory curriculum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause:** When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Student Learning

Student Learning Summary

Scholars are on track to meet approaches at the median of guidance ranges at the following rates per raw score date released by TEA:

6th Grade ELAR	7th Grade ELAR	8th Grade ELAR	English 1 (EOC)	English 2 (EOC)
91%	91%	94%	75%	84%
6th Grade Math	7th Grade Math	8th Social Studies	Biology 1 (EOC)	Algebra 1 (EOC)
80%	69%	64%	89%	76%

Student Learning Strengths

- ELAR in grades 6-8 continues to be an area of strength, where English 1 has decreased from the previous year for the cohort and English 2 has remained consistent with the previous year's score.
- Math in grade 6 has remained consistent from the previous year, where as 7th grade math has decreased and Algebra 1 has increased form the previous year.
- Biology has remained consistent from 21-22

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause:** Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.

School Processes & Programs

School Processes & Programs Summary

From the latest data available the campus employed individuals in the following categories and job titles:

Administrative Support	**6**	**Principal, Assistant Principal of Instruction (2), School Counselor, College Counselor, Administrative Assistant to the Principal**
Teacher	36	English, Math, Science, Social Studies, CTE, PE (6th through 10th Grade)
Educational Aide	7	RISE Co-Teacher (2), PE Co-Teacher (2), AR/HS Facilitator (2), Dedicated Aide (1)

Our staff leverage high quality instructional materials (HQIM) created by the district in contents offered.

Instructional coaching support is provided by the Principal and Assistant Principals of Instruction.

Edgemere College Prep is a 1:1 campus for all scholars.

School Processes & Programs Strengths

- Our teachers were able to teach a single prep during the day, which enhanced focus upon their preparation.
- Assistant Principals of Instruction supporting with instructional coaching allowed the principal to focus upon additional reporting requirements, as well as strategy creation, for the campus and also support teachers with their instructional preparation and reflection.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause:** Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Perceptions Summary

Throughout the school year, we ask for feedback from families to inform our work as a campus, but the most important information that stakeholders can provide is their continued partnership with the campus - scholar persistence and teacher retention.

For the 22-23 school year staff retention is at 96% (5.22.23) and scholar persistence is at 90.27% (5.22.23).

Perceptions Strengths

- Staff retention has remained a bright spot for the campus throughout the 22-23 school year, while we prepare for the 23-24 school year.
- Scholar persistence for the last 3 weeks of school is higher than it was a year ago, which displays progress for the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause:** When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Priority Problem Statements

Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars.

Root Cause 1: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success.

Root Cause 2: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers.

Root Cause 3: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community.

Root Cause 4: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain

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
- SAT and/or ACT assessment data
- PSAT

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

Support Systems and Other Data

- 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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT Prep assessment, PACT (10th), ACT (11th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: at-bats during courses at least 1 time per week, practice sections 1 time per quarter in 9-11. **Strategy's Expected Result/Impact:** Scholars achieve meets and above on grade-level STAAR Math or average of 21 on ACT math. This will also include after school tutoring and boot camp opportunities during intercession for scholars to advance their skills for content performance. **Staff Responsible for Monitoring:** Teachers, Grade-level Administrators, Principal **Title I:** 2.5 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Student Learning
Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.

School Processes & Programs

Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: Current and historical TSIA data for reading and writing, tracking data from EOC Scores in Algebra and E1 & E1 to identify candidates as ready to test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide high-quality instruction to achieve meets level proficiency for all scholars, so we are able to achieve TSI exemption **Strategy's Expected Result/Impact:** 100% of scholars achieve TSIA exemption in reading and writing by graduation **Staff Responsible for Monitoring:** Teachers, College Counselor, Administrators, Principal **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
Student Learning
Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.
School Processes & Programs
Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: CSI data, ELAR assessments, TELPAS Mock, TELPAS Practice Assessments online

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Infuse SIOP strategies and reading+ into the curriculum to advance proficiency (50%) **Strategy's Expected Result/Impact:** Scholars participating in TELPAS achieve a 42% passing rate - grow at least one level or remain at advanced high - for the spring 2024 TELPAS **Staff Responsible for Monitoring:** Teachers, EB Point Person, Administrators, Principal **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
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Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.
Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: CP: 100% of identified scholars meet required minutes per House Bill 4545 (accelerated learning)

High Priority

Evaluation Data Sources: PowerSchool (data recording), IDEA Dashboard (data outcomes), Campus Tracker for Identified Scholars (who)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Providing weekly tutoring, during the school day supports, and intercession tutoring to support scholar acceleration - tracking in PowerSchool for real-time milestone achievement (15 or 30 hour threshold). **Strategy's Expected Result/Impact:** Scholars will achieve thresholds for required for support time - 15 or 30 hours. **Staff Responsible for Monitoring:** Teachers, Administrators, Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
Student Learning
Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.
School Processes & Programs
Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 58% of SPED Students attain approaches, with 40% of SPED Students attaining meets and above in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Unit exams, Semester Exams, Mock Exams, STAAR Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted tutoring by case managers and content teachers with weekly tracking of ET growth. **Strategy's Expected Result/Impact:** Scholars receiving special education services achieve approaches and meets thresholds. **Staff Responsible for Monitoring:** Case Managers, Teachers, Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.
School Processes & Programs
Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: School achieves 90/60/30 in approaches/meets/masters (SA: 60) 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))

High Priority

Evaluation Data Sources: Tracking toward goal: unit exams, semester exams, mock exams, mastery machine
Goal: STAAR Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide for a pathway to scholar mastery by grade-level and classroom-level tracking by teachers for scholar proficiency on STAAR TEKS to achieve 90/60/30 or an SAA of 60. **Strategy's Expected Result/Impact:** CP achieves 90/60/30 or an SAA of 60 as a campus. **Staff Responsible for Monitoring:** Case Managers, Teachers, Administrators, Principal **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
Student Learning
Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause**: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.
School Processes & Programs
Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 3: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: regular campus reviews and walkthroughs to focus upon gaps in the building; pd for teachers. **Problem Statements:** Demographics 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 3: Increase student persistence

Performance Objective 2: ECP 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))

High Priority

Evaluation Data Sources: Upload of information - sign-in sheets, agendas, materials, and communication/invitation to families - to Title 1 Crate for the above outlined events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance with a year at-a-glance calendar indicating title 1 family engagement events sent at least 2 week ahead of each event. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Build strong connections between home and school. **Staff Responsible for Monitoring:** College Counselor, School Counselor, Teachers, Administrators, Principal **Title I:** 2.4, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 3: Increase student persistence

Performance Objective 3: ECP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Completion of the program as shown in district data collection sources.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar out the series to ensure that the scholars are able to complete the training by the end of the first semester through PE. **Strategy's Expected Result/Impact:** 100% of scholars participating complete the program. **Staff Responsible for Monitoring:** Teachers, School Counselor, Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Edgemere College Prep will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Monitoring: Daily, weekly, and monthly ADA with APO-prepared data analysis and next steps.
Final: Annual ADA recorded on June 13, 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Address ADA through a strategy meeting every 6 weeks, where we evaluate current progress and assess gaps to plan events and challenges that ensure that scholars attend school each day. **Strategy's Expected Result/Impact:** Campus achieves ADA goal for 23-24. **Staff Responsible for Monitoring:** Counselors, Teachers, Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement at least 1 event per quarter to engage scholars during the school-day or scholars and families after school to encourage and motivate attendance to address joy and academic progress. **Strategy's Expected Result/Impact:** Campus achieves ADA goal. **Staff Responsible for Monitoring:** All CP Staff and APO, SIS/Registrar **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes, as applicable. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: District MVPA minutes dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maximize classroom time for PE to support scholars through specific activity that achieves target heartrates for activity. **Strategy's Expected Result/Impact:** Achieve MVPA goal **Staff Responsible for Monitoring:** Teachers, Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: IDEA District Completion Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff complete all stages of the SDC **Staff Responsible for Monitoring:** Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Edgemere College Prep is 90% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: HR Staffing Dashboards and Position Control

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: With the support of HR, HA, and ECP's VP of Schools - recruit and hire high quality candidates per role by using high quality district resources provided by the district. **Strategy's Expected Result/Impact:** 90%+ staffing levels throughout the 23-24 school year. **Staff Responsible for Monitoring:** Administrators, Principal - with the support of HR/HA/VP of Schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause**: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

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

Performance Objective 1: Ensure that retention is our best recruitment strategy - quarterly events and family contacts

High Priority

Evaluation Data Sources: IDEA Enrollment Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In partnership with APO and EC, support events throughout the year that support in the recruitment of scholars and families. **Strategy's Expected Result/Impact:** 100% enrollment for the 23-24 school year, by the 11th day of school **Staff Responsible for Monitoring:** APO, EC, Teachers, Counselors, Administrators, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause**: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

School Processes & Programs
Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause**: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

IDEA Public Schools

Ewing Halsell College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

Our purpose is to prepare all scholars for a four-year university or college. We are focused on hitting academic goals while cultivating scholars to be organized, kind, reflective, socially/emotionally aware, brave, passionate, and creative; empowering scholars to be successful not only in our campus but in college and the work force. In addition to these character traits, our scholars will give their skills and time back to the communities that they reside in, helping those in need.

Vision

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

IDEA Ewing Halsell College Prep will become the leader in IDEA San Antonio for graduating and matriculating scholars into the top four-year universities or colleges (Tier 1 & 2), where they will be prepared for the job of their choice. Scholars will graduate from college and use their time and skills to give back to the communities they reside in.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Ewing Halsell is a college prep school offering 6th-12th grades for the 23-24 school year. We have 93.59% Hispanic scholars, 1.78% African American scholars, 4.09% White scholars, 0.18% Hawaiian Pacific Islander scholars, and 0.36% Asian scholars. There are 45.91% male scholars and 54.09% female scholars. The average daily attendance percent was 93.47%. There were 10 scholars that had level 3 offenses that were expelled from the campus. There are 12.46% SPED and 25.62% EB. There is 80.78% economically disadvantaged. Teacher retention is 76% and leader retention is 66%.

Demographics Strengths

1. 23-24 school year we will be a full campus
2.Low drop-out rate
3. AP for all students
4.Low Homeless/Foster care rates
5 Attendance Incentives
6. Connections with college/universities and potential employers.
7 In the high school level we have smaller class sizes which allows for better relationship building for teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase of withdrawals due to level 3 offenses. **Root Cause:** Lack of classroom management, parent involvement, and social media usage.

Problem Statement 2: Lost 3 SPED teachers from the previous school year. **Root Cause:** SPED work load, lack of development, and feeling included in the team.

Problem Statement 3 (Prioritized): Teacher retention is below the 85% goal. **Root Cause:** Campus culture, lack of work/life balance, teacher expectations, and onboarding process.

Student Learning

Student Learning Summary

After analyzing data,we realized that one of the major issues was that the IEPs (Individualized Education Plans) for these students were not being implemented properly. Each student's unique needs were not being fully addressed, which made it difficult for them to succeed in the classroom. In addition, data demonstrates that there must be an emphasis on rigor and alignment to objectives and exit tickets.

Student Learning Strengths

1 All goals met in AR and HotSpot
2 In comparison to 21-22 - there was significant growth across all grade levels in Math
3 Increase in Gen. Pop scores from SE to ME for 6-10th ELA
4 Increase in SPED population in English 2 (40+)
5 Continued focus on getting 100% tested (22-23 99.9% tested)
6 8th and 11th Histroy showed growth SE to ME in both Gen. Pop and SPED Pop.
7 STAAR alt on track to meet goal based on mock exam (meets)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED scholars not achieving targets throughout the school year in all contents (specifically math and reading). **Root Cause:** Teachers have not internalized IEPs and SPED teacher support is inconsistent.

Problem Statement 2: 8th Grade US History student passing on STAAR is lowest on campus. **Root Cause:** Scholars without a teacher for multiple months and teacher is teaching content with facts.

Problem Statement 3 (Prioritized): Reading and writing not happening consistently in all classrooms, only in ELA. **Root Cause:** Other teachers not held accountable to planning writing components in lessons and lesson resources.

Problem Statement 4: Text complexity too easy and activities not at or above the level of the STAAR. **Root Cause:** Teachers unclear about text complexity and what that consists of and alignment not being checked before teaching.

Problem Statement 5: STAAR math scores dropped considerably from mock exam to STAAR. **Root Cause:** Mock exam was too easy for scholars and didn't provide enough aligned practice.

School Processes & Programs

School Processes & Programs Summary

Scholars are not tracking their own work and lack of time management and visuals. Finding time to have scholars track their own progress on trackers.

School Processes & Programs Strengths

1 Culture VII- 3.3- students indicate a sense of belonging in the classroom
2 Ownership I- 3.3- students complete work aligned to the rigor of the objective and/or IEP goals during the lesson, such as reading, writing, discussion, analyisis, computation, playing, competing, or problem solving, given the focus of the lesson
3 Beyond the Lesson V- 3.5- the teacher attends and participates in, and implements learning from required professional development and family, campus and community meetings or events most of the time
4 Beyond the Lesson VI- 3.4- the teacher maintains high standards of honest and ethical behaviors, including as explained in the employee handbook most of the time
5 Culture VI- 3.3- students are engaged in the work of the lesson from start to finish and display a sense of urgency about how time is used
6 Beyond the Lesson IV- 3.3- students respond to and build on their peers' thinking, ideas, or answers
7 Content IA IV- 3.2- instructional materials students will use (e.g., texts, questions, problems, exercises, and assessments) come from IDEA curriculum (where applicable) and/or rigorous and aligned to standards

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Guide post IV- Scholars do not track their own assignments, exams, and growth goals in every grade level/class. **Root Cause:** Lack of classroom management and time management.

Problem Statement 2 (Prioritized): Guide post 1b V-Teachers are not submitting complete exemplars. **Root Cause:** Lack of time for exemplars to be turned in. Lack of follow up from some managers.

Problem Statement 3: Guid post 3 I & II: Teachers are not having scholars providing spoken and written evidence for IEP goals. **Root Cause:** Teachers are not well versed in IEP goals and how to hold SPED scholars accountable to producing work.

Perceptions

Perceptions Summary

IDEA Ewing Halsell College Prep is a growing campus that currently has students from 6th to 11th grade. IDEA will be a full campus for the 2023-2024 school year with the connected IDEA Ewing Halsell Academy campus feeding into the 6th grade class. Two problems indicated by data on this campus are students not being excited to attend school and the retention of staff and scholars. The root causes from scholars is reported unfairness and a disconnect between academics and the real world. Staff indicated root causes to be a lack of consistency across the campus in procedures, a lack of support with a growing list of tasks and inconsistent communication between administration and staff.

Perceptions Strengths

1 Academic work is challenging, explained and motivated to ultimately go to college
2 Students feel respected by teachers
3 Students feel safe at school
4 Expectations are clear for students
5 Scholars want to return
6 Scholars build relationships with peers
7 Families feel that teachers are responsive

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our scholars are not excited to come to school **Root Cause:** Students see unfairness in student interactions and lack of connection from curriculum to real world application.

Problem Statement 2 (Prioritized): Retention of staff and scholars is lower than our goal **Root Cause:** Inconsistency of procedures, lack of staff support, and admin/staff communication.

Problem Statement 3: Parent engagement is low. **Root Cause:** Lack of communication of events and incentives to attend.

Priority Problem Statements

Problem Statement 1: Teacher retention is below the 85% goal.
Root Cause 1: Campus culture, lack of work/life balance, teacher expectations, and onboarding process.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase of withdrawals due to level 3 offenses.
Root Cause 2: Lack of classroom management, parent involvement, and social media usage.
Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED scholars not achieving targets throughout the school year in all contents (specifically math and reading).
Root Cause 3: Teachers have not internalized IEPs and SPED teacher support is inconsistent.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Reading and writing not happening consistently in all classrooms, only in ELA.
Root Cause 4: Other teachers not held accountable to planning writing components in lessons and lesson resources.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Guide post 1b V-Teachers are not submitting complete exemplars.
Root Cause 5: Lack of time for exemplars to be turned in. Lack of follow up from some managers.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Guide post IV- Scholars do not track their own assignments, exams, and growth goals in every grade level/class.
Root Cause 6: Lack of classroom management and time management.
Problem Statement 6 Areas: School Processes & Programs

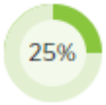
Problem Statement 7: Our scholars are not excited to come to school
Root Cause 7: Students see unfairness in student interactions and lack of connection from curriculum to real world application.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Retention of staff and scholars is lower than our goal
Root Cause 8: Inconsistency of procedures, lack of staff support, and admin/staff communication.
Problem Statement 8 Areas: Perceptions

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all juniors are signed up to take multiple ACTs throughout the school year. Ensure sophomores in the top 25% pre-act average take the ACT. **Strategy's Expected Result/Impact:** Ensure all juniors have access to the ACT and top 25% of sophomores have access to the ACT (in their current year). **Staff Responsible for Monitoring:** DCC & CC **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all sophomores and juniors are doing the ACT program two to three times a week. **Strategy's Expected Result/Impact:** Scholars ACT scores increase. **Staff Responsible for Monitoring:** DCC & CC				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All students will be exposed to 1 section of TSIA in 9th grade (math or reading). **Strategy's Expected Result/Impact:** 30% exempt in both sections by end of 9th grade **Staff Responsible for Monitoring:** DCC & CC **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will receive small group interventions in reading and math TSI if they do not pass on the first try. **Strategy's Expected Result/Impact:** Meet the 30% exempt freshman year, 60% exempt sophomore year, and 90% exempt junior year. **Staff Responsible for Monitoring:** DCC & CC **TEA Priorities:** Connect high school to career and college	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Juniors that do not pass by the last day of school will attend Summer school to receive small group intervention. **Strategy's Expected Result/Impact:** 90% of juniors exempt **Staff Responsible for Monitoring:** DCC & CC **TEA Priorities:** Connect high school to career and college	N/A			

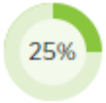
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Students in 9th and 10th grade will receive daily intervention during academic block during semester 2. **Strategy's Expected Result/Impact:** 30% exempt for freshman and 60% exempt for sophomores **Staff Responsible for Monitoring:** DCC & CC				

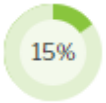
TEA Priorities: Connect high school to career and college	N/A

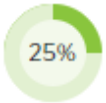
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers incorporate turn and talks, think-ink-pair-shares, and RACE strategy when writing. **Strategy's Expected Result/Impact:** All EL scholars speaking, writing, and listening during class. **Staff Responsible for Monitoring:** APIs **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teachers providing reading in class and annotation strategies. **Strategy's Expected Result/Impact:** All EL scholars reading and annotating during class. **Staff Responsible for Monitoring:** APIs **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tutorials each quarter for EL scholars. **Strategy's Expected Result/Impact:** Scholars meet TELPAS goal during mock. **Staff Responsible for Monitoring:** EL coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Parent engagement event each quarter to provide EL parents information on TELPAS and the importance of this exam. **Strategy's Expected Result/Impact:** Scholars meet TELPAS goal during mock.				

Staff Responsible for Monitoring: EL coordinator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

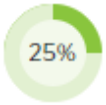
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize powerschool to track all HB4545 minutes. **Strategy's Expected Result/Impact:** Clear tracking system for minutes. **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math	N/A			

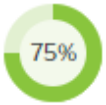
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure the right scholars are in the right classes during academic block. **Strategy's Expected Result/Impact:** Scholars meet minutes half way through the school year. **Staff Responsible for Monitoring:** APIs **Title I:** 2.6	25%			

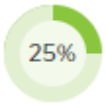
0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all minutes are being tracked. **Strategy's Expected Result/Impact:** Ensure scholars are receiving correct minutes. **Staff Responsible for Monitoring:** APIs **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure a plan is in place for all scholars to receive minutes. **Strategy's Expected Result/Impact:** All SPED scholars get extra support during math and reading. **Staff Responsible for Monitoring:** APIs **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track SPED results on all assessments. Make adjustments to support when off track. **Strategy's Expected Result/Impact:** Hit SPED approaches goal. **Staff Responsible for Monitoring:** APIs **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure lesson plans are aligned to standards. **Strategy's Expected Result/Impact:** Teaching the right content. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure effective execution of lesson plans through proficient+ on GET rubric for Culture & Ownership. **Strategy's Expected Result/Impact:** Effective teaching as measured by the GET rubric. **Staff Responsible for Monitoring:** APIs **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction	25%			

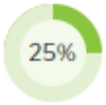
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Data OCS after assessments with urgent action within 48 hours of assessment. **Strategy's Expected Result/Impact:** Data improves from assessment to assessment. **Staff Responsible for Monitoring:** APIs **Title I:** 2.5 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all expectations on the campus safety scorecard are planned. **Strategy's Expected Result/Impact:** Campus Score Card is Proficient or Higher **Staff Responsible for Monitoring:** APO				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Review Campus Safety scorecard quarterly to make adjustments to areas of concern. **Strategy's Expected Result/Impact:** Campus Score Card is Proficient or Higher **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure communication for events is sent out one month before in newsletter and two weeks before in remind. **Strategy's Expected Result/Impact:** Attendance for major events is at least 25% of student body **Staff Responsible for Monitoring:** Principal/SC **Funding Sources:** - Title I, Part A (4120) - $2,245.81	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure plan for Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up is completed one month before event. **Strategy's Expected Result/Impact:** Events that are well planned **Staff Responsible for Monitoring:** Principal/SC	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure plan for Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. **Strategy's Expected Result/Impact:** Plan for Anti-Bullying and Safer, Smarter School curriculum. **Staff Responsible for Monitoring:** Principal/SC				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track completion of curriculum. **Strategy's Expected Result/Impact:** 100% completion of Anti-Bullying and Safer, Smarter School curriculum **Staff Responsible for Monitoring:** Principal/SC				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Track attendance daily **Strategy's Expected Result/Impact:** Staff Awareness of Attendance **Staff Responsible for Monitoring:** APO/Registrar	Oct	Jan	Mar	June
	90%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Parent out reach every day **Strategy's Expected Result/Impact:** Parent Awareness of Attendance **Staff Responsible for Monitoring:** APO/Registrar	Oct	Jan	Mar	June
	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Escalation matrix followed **Strategy's Expected Result/Impact:** Stop scholars from reaching 18+ absences **Staff Responsible for Monitoring:** APO/Registrar	Oct	Jan	Mar	June
	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Attendance incentives/attendance days **Strategy's Expected Result/Impact:** Increase attendance on historically lower ADA days **Staff Responsible for Monitoring:** APO/Registrar	Oct	Jan	Mar	June
	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all scholars have MVPA watches. **Strategy's Expected Result/Impact:** Give access to all scholars. **Staff Responsible for Monitoring:** APIs	95%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: PE teachers share out PTG weekly for MVPA minutes **Strategy's Expected Result/Impact:** Awareness of MVPA Data **Staff Responsible for Monitoring:** APIs/PE Teachers	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
Strategy 1: Ensure all staff have a weekly check in.	Formative			Summative
Strategy's Expected Result/Impact: All staff are seen, valued, and heard.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: Ensure all teachers get Teachboost rating at least once every two to three weeks.	Formative			Summative
Strategy's Expected Result/Impact: Teachers Given Documented Feedback	Oct	Jan	Mar	June
Staff Responsible for Monitoring: APIs **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
Strategy 3: Track completion of all three development cycles: goal setting, 2x2, and APR.	Formative			Summative
Strategy's Expected Result/Impact: All staff feel developed.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Direct Managers	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
Strategy 1: Attend all hiring events. **Strategy's Expected Result/Impact:** Opportunity to hire high quality candidates **Staff Responsible for Monitoring:** Principal	Oct	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Set up interviews with all resumes given to our campus. **Strategy's Expected Result/Impact:** Opportunity to hire high quality candidates **Staff Responsible for Monitoring:** Principal	Oct	Jan	Mar	June
	90%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Ensure at least two lead team members in an interview for decision making purposes **Strategy's Expected Result/Impact:** Get multiple perspectives on candidates **Staff Responsible for Monitoring:** Principal	Oct	Jan	Mar	June
	90%			

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Have all candidates do an interview, role play, and a sample teach **Strategy's Expected Result/Impact:** Ensure candidate has all qualities of a high quality candidate **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Oct	Jan	Mar	June
	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$2,245.81
				Sub-Total	$2,245.81
				Budgeted Fund Source Amount	$2,245.81
				+/- Difference	$0.00
				Grand Total Budgeted	$2,245.81
				Grand Total Spent	$2,245.81
				+/- Difference	$0.00

IDEA Public Schools

Frontier College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 4, 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: August 4, 2023

Demographics

Demographics Summary

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. IDEA Frontier College Preparatory is located in the southernmost tip of Texas, where we pride ourselves in our rich Hispanic, mostly Mexican, culture that focuses on our old traditions borrowed from our friends just a few miles south. At IDEA Frontier College Prep, 97% of our students are considered Hispanic, with 98% of our students categorized as minorities. That said, our campus graduates 100% of our students, with approximately 85-90% our of graduating classes being the first of their family to matriculating into college. Similarly, 97% of our staff is considered of Hispanic origin, and we pride ourselves in our proficiency in being multilingual. Most of our students and staff Self-study questionnaire: Diploma Programme 10 speak both English and Spanish proficiently, with some of our staff speaking a third language.

Our Alpha IB class graduated in 2018, and we have successfully continued our mission of “College For All.” Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves. We are also the only Diploma Programme in our school district to offer DP Film. This is why IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. IDEA Frontier College Preparatory is a public charter school that ensures equal access for all student applicants. Any student, regardless of location, academic standing, income, or learning ability has an equal opportunity to be accepted into IDEA Frontier College Preparatory, given an application. All of our students in grade 11 and grade 12 take at least two DP subject courses. Aside from our college preparatory course, Road To and Through College (RTTC); Research and Technical Writing (a course that focuses on EE/CAS success); and Academic Block (study hall), all students are considered at least Course Scholars. This is why we promote our campus as an IB-for-ALL campus.

Our staff embody the traits of international-mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars. At IDEA Frontier College Preparatory, we know that the number one factor to over come poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision.

Demographics Strengths

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. Our Alpha IB class graduated in 2023, and we have successfully continued our mission of “College For All.”

Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves.

Starting the 2023-24 school year, we will be the only Diploma Programme in Brownsville and the Lower Rio Grande Valley. IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. We are ranked as the #1 school in IDEA Public Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High Schools, #14 in Charter High Schools, and #68 in the National Rankings.

Our Diploma Programme staff embody the traits of international mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars.
At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision. This is the reason why IDEA Public Schools continues to grow, year after year. Recently, IDEA Public Schools in Brownsville, Texas have received a grant to upgrade the style and functionality of our science labs. We are fortunate enough to upgrade both of our biology labs to match the style of teaching we promote.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is minimal Meets or Masters achievement on State Assessments. **Root Cause:** Teachers lack instructional strategies for differentiated instruction to meet minimal meets and masters student needs.

Problem Statement 2: There is a lack of growth for students in sub groups. **Root Cause:** Lack of training and resources to prioritize sub groups.

Problem Statement 3: Lack of family engagement has a significant impact on student's academic achievement such as academic struggle, have lower test scores, and be retained in grade. **Root Cause:** Based on our community, parents' work schedules and language barriers may be a factor that prevents them from attending family engagement events.

Problem Statement 4: Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

Problem Statement 5: Throughout middle school & high school years, there is an Emergent Bilingual population that is not exiting the bilingual program. Without proper intervention, these Emergent Bilingual students are struggling to pass state assessments, advance placement exams and IB courses. **Root Cause:** Teachers lack proper training on EB strategies that can be used across content areas. School did not provide resources to students for language acquisition.

Problem Statement 6: There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.

Student Learning

Student Learning Summary

The progress report from 2022-2023 shows significant progress made by our students. The data from the mock exams from spring 2023, show the following predictions in the different domains:

Domain 1 --- Score B(84)--- STAAR achievement/ CCMR ----Possibility for improvement for the end of the year.

Domain 2---- Score A (92)----Academic Growth/Relative Performance by tracking student progress measure goals.

Domain 3---Score C (73)—Growth Performance (Closing the Gaps) Possible improvement by using effective mastery trackers to have a good standing point of students' progress in all classes

Overall Score B(86)

Domain 1: Student Achievement on Spring Mock

- ALL Math STAAR Benchmark data 66/26/9
- ALL Science STAAR Benchmark data 62/24/4
- ALL ELA STAAR Benchmark data 73/48/12
- ALL Social Studies STAAR Benchmark data 73/29/10

-Given that STAAR assessment has changed from paper to online, our most successful STAAR contents are reading and social studies.

-All our STAAR contents at IDEA Frontier were above the district comparison.

AP Assessments

- All AP course had a mean score of a 1.5 or higher on spring mock data

-AP data has increased over the years due to district AP Share fair trainings that trained our AP teachers on instructional best practices, AP resources and how to unpack AP yearly reports from previous years

IB Assessments

- All IB courses had an average of 3.6 on spring mock data
-

College Career Military Readiness

- Currently at 99% of students meeting CCMR

Grades (On Track to Graduate OTG)

- 95%

Graduation Plans 2022

- 97.5%

Student Retention Data

- Ended school year at 96.3%

Staff Retention Data

- .Ended school year at 100%

Special Education Spring Data

- Pending

English Language Assessment Data (TELPAS Data)

- 27% Fall Mock Data

Student Learning Strengths

IDEA Frontier College Prep has a strong record of student learning. In the past year, 30% of our graduating class passed at least 3 or more AP exams, allowing them to receive college credit. This earned us the designation of an AP Scholar campus. Additionally, 25% of our students were named IB Diploma candidates, which is above our goal of 20%. This success is due in part to our TSI redesign curriculum, which has helped us to increase our data on AP Scholar Campuses, IB Diploma Campuses. Compared to 50 IDEA schools, we are above district average on all Spring STAAR Mock assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is minimal Meets or Masters achievement on State Assessments. **Root Cause:** Teachers lack instructional strategies for differentiated instruction to meet minimal meets and masters student needs.

Problem Statement 2: There is a lack of growth for students in sub groups. **Root Cause:** Lack of training and resources to prioritize sub groups.

Problem Statement 3: There is a need to strengthen campus culture and increase student persistence. Too much academic rigor can have a negative impact on a student's academic achievement, social-emotional development, and overall well-being. **Root Cause:** Several factors like the amount of homework being assigned in each class, the difficulty of the course, and the pace of instruction can contribute to students feeling that this is not the best school for them due to the academic rigor. Students who are stressed and anxious are more likely to be disengaged in their studies, have lower self-esteem, and be more likely to withdraw from our school.

Problem Statement 4: Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

Problem Statement 5: Throughout middle school & high school years, there is an Emergent Bilingual population that is not exiting the bilingual program. Without proper intervention, these Emergent Bilingual students are struggling to pass state assessments, advance placement exams and IB courses. **Root Cause:** Teachers lack proper training on EB strategies that can be used across content areas. School did not provide resources to students for language acquisition.

Problem Statement 6: There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.

School Processes & Programs

School Processes & Programs Summary

ACT Preparation

AP/ IB Course & Exam Preparation

Student Social Awareness

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.
- ACT and IB goal of 25% met in 2021-2022.
- IB Data for 2023 was not met (21/25%). However, 2023 went back to pre-pandemic evaluation logistics and students did exceptionally well.
- IDEA Frontier 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. IB Teachers have access to IB Questionbank, Kognity, and other IB software to supplement the IB curriculum.
- 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 11 graduating classes IDEA Frontier has ensured 100% of seniors have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- US News has ranked IDEA Frontier College Preparatory #106 in the nation and 12th within Texas. Students have the opportunity to take Advanced Placement and IB coursework and exams. The AP and IB participation rate at IDEA Frontier College Preparatory is 100%.

Special Programs

- IDEA Frontier met growth target for EL student performance on TELPAS in 2022 with 36% of ELs meeting that target.
- IDEA Frontier provided targeted research based instruction to students who have a 2.0 year gap in Reading with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI).

ACT Preparation:

- High school students are provided with ACT prep courses beginning in 9th grade and are exposed to the ACT rigor and exam beginning their freshman year.
- Frontier College Prep students are exposed to ACT Prep Courses which include ACT Prep software and student skills practice.
- Frontier College Prep students are provided with multiple opportunities to ACT test beginning their junior year in high school.

Student Social Awareness

Frontier College Prep encouraged students to show concern for the feelings of others and demonstrate empathy and compassion. During the first week of every school year and semester, students participate in Culture Camp, which consists of presentations throughout college prep at all grade levels that outlines the IDEA mission, vision and core values. Culture Camp includes presentations on different topics, to include, but not limited to, the following:

School Culture Expectations

- Core Values
- Goal Setting
- Academic Expectations
- Safety Protocols
- Uniforms
- Transitions
- Technology Expectations
- Student Code of Conduct
- Rules and Consequences

IDEA Frontier College Prep has a school counselor who is available to provide students with counseling sessions and emotional support services. In addition, our school counselor leads the Move this World campus-wide initiative, which empowers our students with social emotional learning activities, and lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percent of ACT percentages have not increased post-pandemic. **Root Cause:** Effects of pandemic still being seen in student gaps ACT Rigor is not implemented Coaching cycle has not been consistent

Problem Statement 2: Students lack social awareness and the skills necessary for solution-oriented personal interactions. **Root Cause:** Lack of parental involvement External Pressures has impacted the poor judgement of students

Problem Statement 3: Not all students are passing at least 1 AP or IB exam **Root Cause:** Lack of supplemental support for students who struggle academically Lack of differentiation for students based on their gaps Lack of teacher tracking for AP and IB

Perceptions

Perceptions Summary

At IDEA Frontier College Prep we value feedback and use the data to improve student outcomes. Based on our Panorama survey, students are satisfied with their school experience. They feel safe and supported, and they know their teachers want the best for them. They would like more opportunities for fun and joy in the classrooms. Parents like the school, they know their children are safe and are being well-educated; they would like to know what they can do at home to support their child's learning.

Perceptions Strengths

IDEA Frontier College Preparatory is a top-ranked high school in Brownsville, TX. According to USANEWS, it is ranked 12th within Texas, 106 in National Rankings, and number 1 in Brownsville. All students have the opportunity to take Advanced Placement and International Baccalaureate coursework and exams. With the support of College Counselors and Road To and Through College, 100% of students enroll in a college or university by the time they graduate.

The school's small campus enrollment allows for more individualized academic support from teachers. Students can get the help they need to succeed in their studies and reach their full potential.

Here are some of the things that make IDEA Frontier College Preparatory a great school:

- High academic standards
- College-preparatory curriculum
- Experienced and dedicated teachers
- Strong support for students from College Counselors and Road To and Through College
- Small campus enrollment for individualized academic support

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

Problem Statement 2: There has been a growing concern about the mental health and emotional well-being of students. Student well-being has a significant impact on academic achievement, social-emotional development, and overall health. **Root Cause:** Our community lacks knowledge of mental health awareness and skills that can be used to help in the well-being of the student.

Problem Statement 3: Lack of family engagement has a significant impact on student's academic achievement such as academic struggle, have lower test scores, and be retained in grade. **Root Cause:** Based on our community, parents' work schedules and language barriers may be a factor that prevents them from attending family engagement events.

Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. Too much academic rigor can have a negative impact on a student's academic achievement, social-emotional development, and overall well-being. **Root Cause:** Several factors like the amount of homework being assigned in each class, the difficulty of the course, and the pace of instruction can contribute to students feeling that this is not the best school for them due to the academic rigor. Students who are stressed and anxious are more likely to be disengaged in their studies, have lower self-esteem, and be more likely to withdraw from our school.

Problem Statement 5: There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

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)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Application Workshops: Collaboration with core teachers to provide small group intervention in ACT Workshops. **Strategy's Expected Result/Impact:** 100% of students will matriculate to a college or university. **Staff Responsible for Monitoring:** Principal, Director of College Counseling, College Counselors, RTTC Teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Mastery Tracking through MasteryPrep software and Classroom Trackers in ACT Prep courses. **Strategy's Expected Result/Impact:** Increase in individual student ACT score. **Staff Responsible for Monitoring:** ACT Skills Teacher, College Counselors, Content Team Leader **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

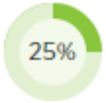
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Math remediation for small groups during academic block. **Strategy's Expected Result/Impact:** Increase achievement in TSI exams **Staff Responsible for Monitoring:** ACT Skills Teacher, College Counselors, Content Team Leader **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Professional development for high school staff to remediate and proctor TSI. **Strategy's Expected Result/Impact:** Additional opportunities for students to remediate for exam. **Staff Responsible for Monitoring:** Teachers, College Counselor, Director of College Counseling, Assistant Principal **TEA Priorities:** Connect high school to career and college	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP:42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of ELA teachers will attend Sheltered Instruction Observation Protocol (SIOP) training. **Strategy's Expected Result/Impact:** Increase number of students exiting the bilingual program. Increase of strategies and classroom support for ELL students. **Staff Responsible for Monitoring:** Instructional Coach, School Counselor, LPAC Administrator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of middle school students will attend Catalyst period for intervention in Math & Reading. **Strategy's Expected Result/Impact:** Required minutes will be met and remediation or acceleration planned. **Staff Responsible for Monitoring:** Teacher, Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, EOC, Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accelerated learning will be provided during 6-8 Catalyst class and High School Academic Block. **Strategy's Expected Result/Impact:** Increase achievement in student data outcomes. **Staff Responsible for Monitoring:** Instructional coaches, Teachers, Counselors, SPED Teachers, Interventionist. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - Title I, Part A (4120)	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: STAAR, EOC, Mock assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** The student achievement will increase for mastery of content. **Staff Responsible for Monitoring:** Assistant Principal of Instruction, Teacher, SPED Teacher, Interventionist. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development for Crisis Management Team **Strategy's Expected Result/Impact:** Increase safety and decrease on potential safety concerns. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Crisis Management Team, Teachers, Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase parent communication and participation. **Staff Responsible for Monitoring:** Principal, School Counselor, Lead Team, Teachers **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for Events, Trophies - Title I, Part A (4120) - $1,000, Supplies - Title I, Part A (4120) - $1,000, Supplies for Parent Workshop - Title I, Part A (4120) - $1,408.29	100%	N/A	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development at BOY PD for teacher to complete lessons. **Strategy's Expected Result/Impact:** Reduce incidents on topics/issues of Safer, Smarter Schools. **Staff Responsible for Monitoring:** Teachers, School Counselor, RTTC teachers, College Counselors **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Frontier will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily Attendance, Escalation Matrix, Communication logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will create an Grade Level Important Events & Assignments Calendar to motivate students to attend class on days that historically have high absenteeism. **Strategy's Expected Result/Impact:** The calendar will focus on high absence days to ensure important events and assignments are scheduled. This will motivate students to come to school. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Assistant Principal, Grade Level Teacher, Teachers. **Title I:** 2.5, 4.1 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will participate in physical activity throughout middle school PE class and high school PE course as per graduation plan HRM 1200 min. **Strategy's Expected Result/Impact:** All students will received required credit for physical activity to provide opportunities to learn about health and activities. **Staff Responsible for Monitoring:** PE Teachers, Athletic Director, College Counselors, Registrar **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be provided opportunities to attend professional development training workshops to have a solid knowledge of content and pedagogy. **Strategy's Expected Result/Impact:** Higher record of results, internalization of course and increase level of lesson delivery. **Staff Responsible for Monitoring:** Assistant Principal, Regional Coaches, Principal, Content Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Higher record of results, internalization of course and increase level of support based on teacher feedback and reflection. **Staff Responsible for Monitoring:** Assistant Principal, Regional Coaches, Principal, Content Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Frontier is 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** High level of instructions and student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Regional Talent Partners **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Interventionist		$0.00
3	2	1	Supplies for Parent Workshop		$1,408.29
3	2	1	Supplies for Events, Trophies		$1,000.00
3	2	1	Supplies		$1,000.00
				Sub-Total	$3,408.29
				Budgeted Fund Source Amount	$3,408.29
				+/- Difference	$0.00
				Grand Total Budgeted	$3,408.29
				Grand Total Spent	$3,408.29
				+/- Difference	$0.00

IDEA Public Schools

Hardy College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 29, 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: September 6, 2023

Demographics

Demographics Summary

IDEA Hardy College Prep serves a scholar population of approximately 500 scholars. The campus reflects a diverse community, with a balanced distribution of male (50%) and female (50%) students. The student body at Hardy College Prep includes a range of ethnic and racial backgrounds, including African American (15%), Hispanic/Latino (84%), and White (1%). The campus also caters to students from different socioeconomic backgrounds, with 80% of the scholars considered as economically disadvantaged. The most recent scholar retention at IDEA Hardy College Prep is 84%.

Addressing the needs of Emergent Bilingual scholars is a priority at Hardy College Prep. A significant portion of the scholar population consists of non-native English speakers who require additional language support to excel academically (51%).

IDEA Hardy College Prep is committed to meeting the needs of scholars with diverse learning requirements (10%). It offers special education services, including Individualized Education Programs (IEPs) and specialized instructional support, to scholars with disabilities through the RISE program. The goal is to ensure that every scholar receives the necessary accommodations and resources to succeed in their academic journey.

The 25 staff members of Hardy College Prep consist of 100% degreed teachers with 20% of them being Hispanic/Latino and the remaining African American. 100% of the teachers at the campus have between 1-5 years of experience. The most recent staff retention at IDEA Hardy College is 71%.

Hardy College Prep recognizes the importance of community involvement and actively engages with parents, guardians, and community organizations. It values the partnership between the school and the local community, encouraging parental participation in school activities and maintaining open lines of communication. This collaborative approach contributes to a supportive and enriching learning environment. In addition, the campus offers extracurricular programs to support the needs and interests of the whole child. Programs include sports, after-school clubs, and enrichment opportunities.

Diversity and inclusion initiatives are integral to IDEA Hardy College Prep. The campus promotes cultural celebrations, equity training for staff, and the creation of a safe and inclusive learning environment for all scholars. It strives to ensure that every scholar feels valued, respected, and supported in their educational journey. Hardy College Prep also prioritizes anti-bullying programs, social-emotional learning, and mental health resources. By focusing on these areas, the school aims to foster a nurturing and encouraging atmosphere where scholars can thrive academically, socially, and emotionally.

Demographics Strengths

IDEA Hardy College Prep's demographic strength includes serving over 80% economically disadvantaged scholars and providing them with a rigorous curriculum to close the opportunity gap and ensure ALL scholars have the opportunity for college and beyond.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

Problem Statement 2 (Prioritized): There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

Student Learning

Student Learning Summary

	Likelihood of Passing				Most Recent Performance Level			
	LDP	ZOU	LP	Likely Passed	Approaches	Meets	Masters	90/60/30
6th Grade Reading	9	45	60	53%	42	12	3	37/11/3
6th Grade Math	5	56	53	46%	78	32	9	68/28/8
7th Grade Reading	6	27	79	71%	69	15	3	62/13/3
7th Grade Math	14	52	45	41%	67	26	9	60/23/8
8th Grade Reading	5	29	85	71%	63	8	4	53/7/3
8th Grade Algebra	8	70	41	34%	**79**	**16**	**10**	**66/13/8**
8th Grade SS	39	58	22	18%	31	5	2	26/4/2
8th Grade Biology	3	30	85	72%	**112**	**68**	**20**	**95/58/17**
				51%				58/20/7

**The Student Learning Summary above includes data based on the Likely to Pass standards provided by TEA and based on the previous year's performance bands. this section will be updated upon released information from TEA regarding performance bands in August 2023.*

Student Learning Strengths

The IDEA Hardy College Prep 8th-grade scholars engage in rigorous high school-level instruction. On the 2023 EOC, 85% of 8th-grade scholars scored approaches or higher for Algebra I or Biology, which ensures they are one step closer to being college ready.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause:** 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

Problem Statement 2 (Prioritized): There is a decline in mathematics performance across all grade levels. **Root Cause:** 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

Problem Statement 3 (Prioritized): There is a decline in student attendance (93%; 4% below annual goal). **Root Cause:** 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

School Processes & Programs

School Processes & Programs Summary

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 before 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.
- The IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment with 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 to develop 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 provides 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%, the district is committed to getting 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 holds 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

School Processes & Programs Strengths

**Strengths included in the School Processes & Programs Summary*

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 50% of staff members feel that there is collaboration to get things done. **Root Cause:** 1) Lack of opportunities for teachers to collaborate on learning and best practices.

Problem Statement 2 (Prioritized): 55% of staff members feel that there is a lack of vision. **Root Cause:** 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

Perceptions

Perceptions Summary

Student Survey Results:

- Safety - 4.4/5
- School Safety - 3.3/5
- School Belonging - 2.9/5
- School Climate - 2.9/5
- Teacher-Student Relationship - 2/9/5
- 88% of teachers rated at a 3.0 or higher by students

Family Survey Results:

- School Safety & Security - 4.0/5
- Safety - 3.7/5
- Expectation Awareness - 3.4/5
- Healthy Kids Initiative - 3.4/5
- Mental Health/SEL - 3.2/5

Perceptions Strengths

80% of parents have an understanding and level of comfort with IDEA Hardy CP's safety routines and procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause:** 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Problem Statement 2 (Prioritized): Parents feel a lack of communication between teachers and the campus. **Root Cause:** 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

Priority Problem Statements

Problem Statement 1: There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal).

Root Cause 1: 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal).

Root Cause 2: 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a lack of college-ready performance (meets/masters) in core classes.

Root Cause 3: 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a decline in mathematics performance across all grade levels.

Root Cause 4: 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 55% of staff members feel that there is a lack of vision.

Root Cause 5: 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 50% of staff members feel that there is collaboration to get things done.

Root Cause 6: 1) Lack of opportunities for teachers to collaborate on learning and best practices.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents feel a lack of communication between teachers and the campus.

Root Cause 7: 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students feel a lack of belonging at IDEA Hardy College Prep.

Root Cause 8: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a decline in student attendance (93%; 4% below annual goal).

Root Cause 9: 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Observation Survey results
- 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
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly planning meetings with core content teachers to ensure key TELPAS skills are embedded in each lesson (listening, speaking, writing, reading). **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will ensure that students receive consistent instruction/practice in key TELPAS skills. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause**: 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.
Problem Statement 2: There is a decline in mathematics performance across all grade levels. **Root Cause**: 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.
Perceptions
Problem Statement 1: Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause**: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 Completion Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide opportunities for in-school intervention (CSI, Hotspot, AR) **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will increase intervention hours for students to satisfy the required HB4545 time. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for extended school-day intervention (after-school tutorials) **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will increase intervention hours for students to satisfy the required HB4545 time. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause**: 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

Problem Statement 2: There is a decline in mathematics performance across all grade levels. **Root Cause**: 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

Problem Statement 3: There is a decline in student attendance (93%; 4% below annual goal). **Root Cause**: 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: CP: 80% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers with professional development opportunities focusing on designated supports and accommodations. **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will ensure teachers are prepared to provide students with the necessary accommodations and designated supports to increase student achievement. **Staff Responsible for Monitoring:** Principal, API, SPED Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - Perceptions 1	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause**: 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.
Problem Statement 2: There is a decline in mathematics performance across all grade levels. **Root Cause**: 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.
Problem Statement 3: There is a decline in student attendance (93%; 4% below annual goal). **Root Cause**: 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.
Perceptions
Problem Statement 1: Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause**: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will ensure proper monitoring of student success toward STAAR goals. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly planning/data meetings with core content teachers focusing on exit ticket sorts, lesson rehearsals, and teacher exemplars. **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will ensure teachers are prepared to deliver quality first instruction to students. **Staff Responsible for Monitoring:** Principal, API **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tiered teacher support that includes classroom walkthroughs/observations with frequent action-step feedback **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will increase teacher capacity to ensure quality first instruction for students. **Staff Responsible for Monitoring:** Principal, API **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause**: 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

Student Learning

Problem Statement 1: There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause**: 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

Problem Statement 2: There is a decline in mathematics performance across all grade levels. **Root Cause**: 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

Problem Statement 3: There is a decline in student attendance (93%; 4% below annual goal). **Root Cause**: 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

Perceptions

Problem Statement 1: Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause**: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Problem Statement 2: Parents feel a lack of communication between teachers and the campus. **Root Cause**: 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

Goal 2: Increase student persistence

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

Evaluation Data Sources: Safety Audit Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar out all safety requirements for the school year and complete documentation same day. **Strategy's Expected Result/Impact:** This will ensure that we meet 100% of safety compliance expectations. **Staff Responsible for Monitoring:** Principal, APO	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Advertise all family engagement events two weeks in advance via Facebook, Remind, and hard copy flyers. **Strategy's Expected Result/Impact:** This will ensure that parents receive timely communication of all family engagement events. **Staff Responsible for Monitoring:** Principal, APO	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Culture Camp Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Dedicate the first week of school to cover all anti-bullying/safer, smarter school curriculum. **Strategy's Expected Result/Impact:** This will ensure that our campus is 100% for all curriculum before instruction begins. **Staff Responsible for Monitoring:** Principal, API	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Hardy will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mandatory parent meeting/notification for every three absences (includes attendance plan) **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to increase student attendance by ensuring parents are partners. **Staff Responsible for Monitoring:** Principal, API, APO, Counselor, College Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - Perceptions 1, 2	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Pair students with high absentee rates with a trusted mentor on campus **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to ensure that students have a trusted adult on campus that will increase their "will" to be at school. **Staff Responsible for Monitoring:** Principal, API, APO, Counselor, College Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 - Perceptions 2	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monthly attendance celebration for students who achieve perfect attendance. **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to increase attendance by celebrating those who consistently meet the attendance expectation. **Staff Responsible for Monitoring:** Principal, API, APO, Counselor, College Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 - Perceptions 2 **Funding Sources:** Attendance Incentives - Title I, Part A (4120) - $1,820.39	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). **Root Cause**: 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.
Student Learning
Problem Statement 3: There is a decline in student attendance (93%; 4% below annual goal). **Root Cause**: 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.
Perceptions
Problem Statement 1: Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause**: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.
Problem Statement 2: Parents feel a lack of communication between teachers and the campus. **Root Cause**: 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Staff Development Cycle Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to increase staff retention by ensuring all teachers are fully developed and receive consistent feedback on their development. **Staff Responsible for Monitoring:** Principal, API **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2 - Perceptions 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly teacher best practice spotlight **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to increase staff retention by celebrating best practices that occur daily in the classroom. **Staff Responsible for Monitoring:** Principal, API **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). **Root Cause**: 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

Problem Statement 2: There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause**: 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

School Processes & Programs

Problem Statement 1: Only 50% of staff members feel that there is collaboration to get things done. **Root Cause**: 1) Lack of opportunities for teachers to collaborate on learning and best practices.

Problem Statement 2: 55% of staff members feel that there is a lack of vision. **Root Cause**: 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

Perceptions

Problem Statement 1: Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause**: 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Hardy is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria **Strategy's Expected Result/Impact:** The expected result/impact of this strategy will increase teacher retention as high-quality teachers are more likely to meet the demands of the IDEA mission. **Staff Responsible for Monitoring:** Principal, API **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop a cohort of core content teachers to participate in an alternative teacher certification program. **Strategy's Expected Result/Impact:** The expected result/impact of this strategy is to increase staff retention by providing teachers with the opportunity to build their capacity and become highly qualified by the State of Texas. **Staff Responsible for Monitoring:** Principal, API **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause**: 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

School Processes & Programs

Problem Statement 1: Only 50% of staff members feel that there is collaboration to get things done. **Root Cause**: 1) Lack of opportunities for teachers to collaborate on learning and best practices.

Problem Statement 2: 55% of staff members feel that there is a lack of vision. **Root Cause**: 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	LaFrederick Smith	Principal
Classroom Teacher	Ty'n Fleet	Teacher
Classroom Teacher	Larry Clark	Teacher
Classroom Teacher	Adamia Coverson	Teacher
Non-classroom Professional	Jessica Edwards-Watts	College Counselor

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Attendance Incentives		$1,820.39
				Sub-Total	$1,820.39
				Budgeted Fund Source Amount	$1,820.39
				+/- Difference	$0.00
				Grand Total Budgeted	$1,820.39
				Grand Total Spent	$1,820.39
				+/- Difference	$0.00

IDEA Public Schools

Harlingen College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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: September 13, 2023

Demographics

Demographics Summary

IDEA Harlingen College Prep is a Title one school that is a A rated campus with an over enrollment number of 285 students. Families want to bring students to our campus due to school safety, A rating, joy our teachers bring. We offer quality classroom instruction with the mission of College for All.

2022-2023 Average Daily Attendance:

6th - 94.29% 7th - 93.89% 8th - 92.89% Total: 93.65%

Enrollment:

6th - 78 7th - 98 8th - 98

Ethnic Distribution:

Asian - 1 Black - 0 Hispanic - 256 White - 20 Native Hawiian - 1

Sex:

Male - 137 Female - 141

Socioeconomic statues:

243

504:

7

EB Students:

85

Dyslexia:

6

Foster Care:

0

Homeless:

0

Migrant:

0

Title I:

278

Teacher - Student Ratio:

25:1

Teacher Retention:

90%

Demographics Strengths

Harlingen College Prep demographics include 85.77% of student population being economically disadvantaged, 91.6% Hispanic, 18.25% disabilities and 29.56% Emergent Bilingual.

A rated campus.

School Safety

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus level incentives are great; however grade level incentives are more competitive amongst each other. **Root Cause:** Lack of implementation and follow up to ensure grade levels are owning ADA incentives.

Problem Statement 2: Parents keep students home more when they are sick. It seems easier for students to talk their parents into keeping them home claiming they are sick. This was a trend that could have been caused because of the fear of covid. **Root Cause:** Gap in campus implementation of escalated attendance measures.

Problem Statement 3: The educational gap caused by covid virtual learning appears to have caused more SPED students that might not have been SPED if they received in person instruction during covid. **Root Cause:** Campus should be able to close this gap with additional SPED staff to support students.

Problem Statement 4: Mid-year students struggle with culture for quite a while after onboarding. It is hard for students to catch up academically if they are not acclimated to the culture at the campus. **Root Cause:** Gap in mid-year onboarding plan to acclimate students to culture of our campus.

Problem Statement 5: Middle School lacks traditional fine arts subjects. **Root Cause:** Campus should replace AR and Hotspot with traditional fine arts subjects.

Student Learning

Student Learning Summary

For the 21-22 school year, we were an A rated campus, earning 4/5 distinctions. We are currently pending STAAR data for the 22 -23 data for grades 6th - 8th. Our EOC data for Algebra 1 was 84/47/24 with a SAS of 52 putting us 3 points above our district average. In addition for Biology our data was 98/74/37 with a SAS of 70 putting us 11 points above our district average.

See PDF in addendum for more information.

Student Learning Strengths

Our STAAR performance rates at masters in 6th and 7th grade were above the state in both ELA and Math. In addition, we saw the most growth in our Academic Growth Score individually in ELA and Math as well as combined overall.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students struggled with the new expectation of writing on all ELA staar exams. **Root Cause:** ELA classroom instruction did not backwards plan to incorporate more writing practice throughout the year.

Problem Statement 2: Students in all grade levels struggled implementing test taking strategies for the STAAR that was on the computer. **Root Cause:** Classroom instructional strategies did not prioritize giving students multiple opportunities to practice with a new style of testing.

Problem Statement 3: The new STAAR exam in all contents incorporated new types of questions that students had not practiced with. **Root Cause:** Our district curriculum did not include areas throughout the units to expose student to these types of questions.

Problem Statement 4: CSI students did not meet their benchmarks in 2/5 exams. **Root Cause:** Classroom instructional strategies do not prioritize our language learners.

Problem Statement 5: Our campus did not earn the ELA distinction for academic achievement. **Root Cause:** ELA curriculum lacks specific and sufficient at bats that align to STAAR questions.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: District provided math curriculum with teacher and student workbooks, District purchase curriculum (Wit and Wisdom) for 6th-8th ELA, district provides resources for science/humanities, but these resources are not as extensive (often missing days, The Hub is disorganized, and lessons are formatted in different ways).

Professional Development: this year's PD sessions were every other week (avg of 2 per month) to avoide meetings on Mondays, BOY PD was roughly the same for new and veteran teachers regardless of record of results, this year there was no PD for Onward/teacher satisfaction or personal development

Communication and Decision Making: important information is collected and put into Teacher Weekly, GTL meetings added in an attempt to increase upwards feedback and teacher voice, GTL/admin meetings held inconsistently at EOY, scheduling- same master schedule was used for this year- optional schedule meeting for next year had 2 attendants, Dean's list purchased to streamline behavior management communication/documentation

Extra-curriculurs- after school clubs- earth club, chess club, study hall, drumline, cheer, dance sports- volleyball, flag football, basketball, soccer, X country

Survey results:

Bottom 5:

People at IDEA are fairly compensated for the work they do.	**55.6**	**50**	**-5.6**
IDEA is a mentally and emotionally healthy place to work.	47.3	50	2.7
I am compensated fairly for my role and responsibilities.	66.6	61.5	-5.1
IDEA team members collaborate to get things done.	69.7	61.5	-8.2
IDEA senior leadership has a clear vision of the direction IDEA is headed and how we will get there.	62	61.5	-0.5

Top 5:

I would recommend my manager to other IDEA employees.	**80.5**	**96.2**	**15.7**
My fellow employees are committed to doing quality work.	80	96.2	16.2
My leadership team cascades information about important updates or changes.	73.4	96.2	22.8
My leadership team makes their expectations clear.	74.8	96.2	21.4
My work is meaningful.	87.8	100	12.2

School Processes & Programs Strengths

1. Overall positive feelings towards campus employees (shown on survey)

2. Communication has improved over last year- Teacher Weekly has more information (according to commitee member's perceptions)

3. Parent communication has improved- more details given to parents (according to committee member's perceptions)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: No opportunities for content team development and collaboration/vertical alignment. **Root Cause:** No content-teams or scope and sequence developed at BOY.

Problem Statement 2 (Prioritized): No differentiated PD for teachers (new vs. returning). **Root Cause:** No year-long scope for PD that was differentiated.

Problem Statement 3 (Prioritized): Feeling of collaboration on campus is rated low on survey. **Root Cause:** No content teams to support eachother's development and problem-solving, minimal team-building throughout the year.

Problem Statement 4 (Prioritized): Student behavior and other action items took longer to address this year because tacticals were spread out. **Root Cause:** Tacticals were every other week and any social tacticals meant that that team couldn't meet for 3-4 weeks.

Problem Statement 5: Inconsistent decision making around consequences. **Root Cause:** Consistent training and communication API to GTL not present.

Perceptions

Perceptions Summary

On our campus students meet with a counselor who helps them fill out a “Blueprint” that helps guide the students on a restorative path after an incident that causes In School or Out of School Suspension. Meta-moments, which is a tool utilized to get students thinking about their “best selves” and how their “best self” would act, are also used for student self-reflection in an effort reduce conflict. School administrators and Grade team leaders will also lead conflict resolution meetings with students in an effort to reduce conflict between two students. IDEA Harlingen CP also utilizes behavior plans and stay away agreements, contracts between two or more students where they agree to avoid all interactions with each other including homeroom changes. In the previous 2021-2022 school year two teachers did not return and this year we are at 100% of teacher retention. We do not currently have a mentoring program in place. Teachers generally have a perception that IDEA Harlingen CP has high academic expectations. IDEA Harlingen CP tends to have a high average number of staff absences.

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Great Places To Work survey. Below are key highlights of the data from the Fall 2022 Org Wide Pulse Check from Great Places to Work Survey

IDEA Harlingen CP scored a 100 “Management shows appreciation for good work and extra work.”
IDEA Harlingen CP scored a 100 “You can count on people to cooperate.”
IDEA Harlingen CP scored a 94 “This is fun place to work.”
IDEA Harlingen CP scored a 94 “People look forward to coming to work here.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1: IDEA Harlingen CP is currently not on track to meet ADA goal **Root Cause:** Based on data from our persistence tracker the highest concentration of leavers reason is "moving."

Problem Statement 2: Discipling matrix does not include consequences in terms of restorative discipline. **Root Cause:** Administration and IDEA HQ has not taken the time to consider ways to create restorative consequences.

Problem Statement 3: IDEA Harlingen CP Persistence transition from Middle School to College Prep. **Root Cause:** Administration and Faculty need to include/plan more non-academic events for the students to Bring Joy and make school a fun place for the students. (Include parents for more involvement)

Problem Statement 4: IDEA Harlingen CP persistence due to not enough elective classes to choose from. **Root Cause:** Not enough club options are available to students. Students have suggested choir, art, drama, architecture, agriculture, medicine, coding, etc..

Problem Statement 5: Parents are generally unaware of how our school model helps prepare students for college **Root Cause:** As a campus we have not emphasized how our campus model differs from that of regular campuses and how our campus model better prepares students for college.

Priority Problem Statements

Problem Statement 1: Student behavior and other action items took longer to address this year because tacticals were spread out.
Root Cause 1: Tacticals were every other week and any social tacticals meant that that team couldn't meet for 3-4 weeks.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Feeling of collaboration on campus is rated low on survey.
Root Cause 2: No content teams to support eachother's development and problem-solving, minimal team-building throughout the year.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: No differentiated PD for teachers (new vs. returning).
Root Cause 3: No year-long scope for PD that was differentiated.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MOY and EOY TELPAS strategies **Strategy's Expected Result/Impact:** 42% of students grow one TELPAS indicator or maintain AH **Staff Responsible for Monitoring:** APIs **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Content leaders drive HB 4545 minutes with weekly progress emails. **Strategy's Expected Result/Impact:** 100% meet minutes by end of Q3 **Staff Responsible for Monitoring:** Content Leaders **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Group SpEd students strategically to maximize SpEd teacher time in class to meet/exceed IEP minute requirements. **Strategy's Expected Result/Impact:** Increase SpEd performance on STAAR to 50% passing. **Staff Responsible for Monitoring:** SpEd teachers and API who manages SpEd **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increase student achievement in all three domains **Staff Responsible for Monitoring:** Principal, APIs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

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

High Priority

HB3 Goal

Evaluation Data Sources: Safety Scorecard formative and summative evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Report out safety scorecard components and feedback at monthly CCT meetings. **Strategy's Expected Result/Impact:** Increase last year's proficient rating to advance on safety scorecard. **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IHCP will be in compliance with 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))

Evaluation Data Sources: Parent Sign in pages for all four events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increased attendance at all four mandatory meetings **Staff Responsible for Monitoring:** SSA **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IHCP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Culture camp observations and SSA tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete majority of safer, smarter schools during culture camp at BOY to set a positive and clear tone for the year. **Strategy's Expected Result/Impact:** Meet district deadline for all presentations **Staff Responsible for Monitoring:** SSA **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IHCP will earn --% annual attendance rate for the 23-24 school year (will adjust when goals are confirmed?)

High Priority

Evaluation Data Sources: Powerschool attendance reports and PowerBI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% implementation of district-normed escalation matrix. **Strategy's Expected Result/Impact:** Increase ADA to --% **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-9th grade meet their MVPA minutes goals. (TEC 11.253(d)(10))

Evaluation Data Sources: Individualized Learning trackers on PowerBI/Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly check ins with coaches include a data update. **Strategy's Expected Result/Impact:** 100% of students meet MVPA goal **Staff Responsible for Monitoring:** PE Coaches **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: SDC pre-work in Cornerstone and principal observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Principal and APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IHCP is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 100% staffed for school year **Staff Responsible for Monitoring:** Principal and APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 1: IHCP will be fully enrolled by the end of the first two weeks of school.

High Priority

Evaluation Data Sources: Enrollment in PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO leads daily enrollment huddle with tracker and shared best practices. **Strategy's Expected Result/Impact:** Increase student enrollment **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Health Professions College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 27, 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**

We **IGNITE** students to be here to growâ€‹

â€‹

We **EMPOWER** students in our ABC'sâ€‹

(Academic excellence & equity, Belonging, Commitment to dismantling racism & oppression)â€‹

â€‹

We **LEAD** students to be the best version of themselves so they can lead others. â€‹

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Health Professions College Prep is a Title 1 campus that has a STEAM focus specifically geared towards Biomedical study. IDEA Health Professions CP currently serves 6th to 10th grade with expansion plans to 12th grade within the next two year. We have an extremely diverse group of students, staff, and families. Here at IDEA Health Professions, we believe in creating an environment where students and staff feels seen, heard, and appreciated throughout their entire experience here which is why our persistence and retention is so important within our school planning.

Demographics Strengths

- Strong morning advisory plans geared toward SEL & student identity

- High teacher retention

- Diverse group of staff, teachers, and leaders within the building

Problem Statements Identifying Demographics Needs

Problem Statement 1: Building an even more diverse student body **Root Cause:** Becoming more embedded within the community around our school

Student Learning

Student Learning Summary

Students have shown tremendous growth around math, science, and ELA historically via our STAAR exam with a very strong growth around TELPAS and SPED data.

Student Learning Strengths

- English 1 STAAR data

- Math historical data growth in STAAR

- TELPAS growth to 61%

- CSI growth to 64%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELA data growth **Root Cause:** Independent reading levels

School Processes & Programs

School Processes & Programs Summary

Currently we lead weekly professional development sessions with all teachers with hands-on real-time coaching each and every day while simultaneously creating an extracurricular program for students to find joy within school each week.

School Processes & Programs Strengths

- Teacher & student joy

- Quick growth

- Clear expectations

- Clear growth structure

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher collaboration **Root Cause:** Giving more ownership to teachers for growth opportunities

Perceptions

Perceptions Summary

Throughout the year we college feedback from staff, students, and families through quarterly surveys and weekly staff surveys to make sure our staff, students, and families feel heard and seen.

Perceptions Strengths

- Parent Communication

- Feedback driven school

- Quick adjustments

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Additional communication with families that are more difficult to get in contact with **Root Cause:** Additional family events and strategic face to face communication.

Priority Problem Statements

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage "LOVE" acronym across content to support students with breaking down, internalizing, and grappling with reading within all levels. **Strategy's Expected Result/Impact:** Increase student STAAR level **Staff Responsible for Monitoring:** APIs				

 No Progress Accomplished Continue/Modify Discontinue

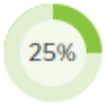
Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage "LOVE" acronym across content to support students with breaking down, internalizing, and grappling with math within all levels. **Strategy's Expected Result/Impact:** Increase student STAAR level **Staff Responsible for Monitoring:** APIs				
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement desk scaffolds in all subjects including EB folders for practice to push student achievement within our EB community. **Strategy's Expected Result/Impact:** Increase Telpas level **Staff Responsible for Monitoring:** EB coordinator				
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create built in HB4545 schedule within AR Hotspot & ACT Prep for tutoring students that are identified within HB4545. **Strategy's Expected Result/Impact:** Students complete HB4545 minutes and pass necessary test **Staff Responsible for Monitoring:** Principal	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers responsible for differentiating lesson plans and planning for scaffolds for SPED students. **Strategy's Expected Result/Impact:** Increase student achievement for SPED population **Staff Responsible for Monitoring:** Teachers	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

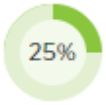
Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create student goal tracking system aligned to celebration and rewards to educate and motivate students around their goals and gaining mastery. **Strategy's Expected Result/Impact:** Increase student achievement to be aligned with 90/60/30				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School holds monthly CCT meeting to align feedback to increase safety within the school. **Strategy's Expected Result/Impact:** Increase campus safety. **Staff Responsible for Monitoring:** APO & Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete yearly calendar planning within the first month of school to schedule out family engagement events ahead of time and provide spanish translation to increase attendance. **Strategy's Expected Result/Impact:** Clear communication and planning **Staff Responsible for Monitoring:** Counselor	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed anti-bullying curriculum within advisory. **Strategy's Expected Result/Impact:** Curriculum rolled out within deadline **Staff Responsible for Monitoring:** Counselor	100%	100%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create tracking system within the gym for student MVPA minutes. **Strategy's Expected Result/Impact:** All students hit MVPA minutes goal **Staff Responsible for Monitoring:** PE teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create monthly incentives around attendance, monitor and follow attendance matrix to hold families accountable, and create clear plans for truancy. **Strategy's Expected Result/Impact:** Stronger student attendance and attendance systems **Staff Responsible for Monitoring:** Registrar	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create tracking system within the gym for student MVPA minutes. **Strategy's Expected Result/Impact:** All students meet MVPA minutes **Staff Responsible for Monitoring:** PE Teacher	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

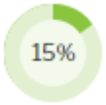
Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create professional development around staff development to prepare staff for goal setting and performance review. **Strategy's Expected Result/Impact:** Staff is clear around development and how to increase EOY score **Staff Responsible for Monitoring:** Managers	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create hiring schedules, process, and interview metrics while simultaneously having weekly celebration for staff to feel seen and appreciated. **Strategy's Expected Result/Impact:** Staff continues in their role **Staff Responsible for Monitoring:** Leadership Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Idea Health Professions College Prep hit 100% enrollment by the 11th day of the school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategize around recruiting for academy and working towards strong persistence through strategy meetings, recruitment days, and registration incentives. **Strategy's Expected Result/Impact:** Whole school reaches 100% enrollment. **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Hidden Meadow College Prep

2023-2024 Improvement Plan

Board Approval Date: August 31, 2023
Public Presentation Date: August 18, 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: August 18, 2023

Demographics

Demographics Summary

IDEA Hidden Meadow College Prep was founded in 2020, putting us into our fourth year. We will expand to service grades 6-9 in the 23-24 school year, although we will eventually scale to serve 6-12 in subsequent years. We are an open enrollment public charter school primarily servicing families on the far west side of San Antonio, Tx. We utilize special programs for Special Education, Section 504, and English Learners and have supplemented this with additional programming for athletics and afterschool programming for fine arts.

Demographics Strengths

IDEA is achieving it's mission of college-for-all in serving a majority of economically disadvantaged students. IDEA offers a competitive salary for teachers with experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause:** 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Problem Statement 2 (Prioritized): There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause:** 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Student Learning

Student Learning Summary

IDEA Hidden Meadow achieved an A-Rating for school accountability in the 21-22 school year, but are on-track to receive an F rating for 22-23 according to mock practice exams. Current preliminary data has 92% of tests passing at the low cut-score and 60% of tests passing at the high cut score.

Student Learning Strengths

Strong use of data on a daily basis, examining end-of-class-period exit tickets multiple times per day. Active monitoring of student work with quick, bite-sized feedback.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance of scholars in special education has continued to be below benchmarks. **Root Cause:** 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Problem Statement 2 (Prioritized): Performance of scholars in 6th grade math saw a large decline. **Root Cause:** 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

School Processes & Programs

School Processes & Programs Summary

IDEA Hidden Meadow College Prep develops instructional leaders through coaching and development. Instructional leaders attend a week-long summer training that is rooted in our district's professional development guide for school leaders, the School Leadership Leavers (SLLs). Through this training, instructional leaders take part in a See it, Name it, Do it format that ensures they are proficient in diagnosing classrooms, providing teachers with feedback and real-time coaching, and setup follow up meetings to coach teachers to mastery. Our Professional development is rooted in the SLLs and takes into account an instructional leaders proficiency level to determine which training they get and how they are coached during check-ins. The principal joins instructional leader coaching with teachers to provide feedback to instructional leaders, be a thought partner for both teachers and leaders, and provide coaching to the instructional leader as well.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings. **Root Cause:** 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased

Problem Statement 2 (Prioritized): Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause:** 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

Perceptions

Perceptions Summary

We survey families and scholars each year to gather feedback on our campus. When scholars are in need of it, IDEA Hidden Meadow utilizes peer mediation to reach agreements on how scholars are expected to interact with each other if a friendly resolution is not reached. Staff turnover increased after year three when compared to year one and two. The perception of staff's academic expectations is that we have high academic expectations for scholars and there are initial struggles during the year because many of our scholars join our school already significantly behind grade level.

Perceptions Strengths

According to the AEE Staff survey, strength areas includes leadership valuing and responds to feedback from staff, treating staff fairly regardless of how they identify, and that staff feel they are able to do what they do best each day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of families unhappy with campus communications has increased this year. **Root Cause:** 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Problem Statement 2: There was a decrease in staff that feel they have a positive work-life balance. **Root Cause:** Stressing the importance of scholar achievement created the effect of teachers feeling that they must work beyond school hours to ensure the desired next steps for improving academics were completed.

Priority Problem Statements

Problem Statement 1: Performance of scholars in 6th grade math saw a large decline.

Root Cause 1: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Performance of scholars in special education has continued to be below benchmarks.

Root Cause 2: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.

Root Cause 3: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations.

Root Cause 4: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.

Root Cause 5: 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Family engagement strategy did not invest families in either academic programs or behavioral supports.

Root Cause 6: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The number of families unhappy with campus communications has increased this year.

Root Cause 7: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- 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
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 82% of scholars taking STAAR/EOC Exams will meet or exceed their Growth Goal scores for the 23-24 school year.

Evaluation Data Sources: internal assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Tutors and contracted services to increase number of instructors and decrease group size. **Strategy's Expected Result/Impact:** Increase percentage of scholars hitting growth goals. **Staff Responsible for Monitoring:** teachers, instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.
Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. **Root Cause**: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 60% of scholars in special education will achieve Meets or higher on their STAAR/EOC exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increased tutorials and addition of Saturday Boot camps focused on priority STAAR needs. **Strategy's Expected Result/Impact:** Improved TEKS mastery and performance on exams. **Staff Responsible for Monitoring:** teachers, instructional coaches **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.
Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. **Root Cause**: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 39% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Summit K-12 used throughout year to improve proficiency and prepare for TELPAS testing **Strategy's Expected Result/Impact:** Testing readiness, improved language proficiency. **Staff Responsible for Monitoring:** teachers, instructional coaches, EL coordinator. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
Student Learning
Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. **Root Cause**: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increased usage of academic block to provide small group instruction to priority scholars. **Strategy's Expected Result/Impact:** Improved assessment performance for scholars previously not passing STAAR Exams **Staff Responsible for Monitoring:** teachers, instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1	5%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Internal Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increased ratio of instructor to scholars through use of tutors and contracted services. TEKS based supports **Strategy's Expected Result/Impact:** Increased achievement scores for scholars in special education joining small group tutorial sessions/supports. **Staff Responsible for Monitoring:** teachers, instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. **Root Cause**: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

School Processes & Programs
Problem Statement 1: There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings. **Root Cause**: 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased

School Processes & Programs
Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause**: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

Goal 1: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Internal assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Movement of data in strategic areas after Outcomes/Causes/Solutions protocol from locus data. **Staff Responsible for Monitoring:** instructional coaches. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. **Root Cause**: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Goal 2: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Outcomes, Causes, Solutions protocol used following all regular interim audits. **Strategy's Expected Result/Impact:** All safety gaps caught and closed within 24 hours. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
School Processes & Programs
Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause**: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families
Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 2: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 90% Persistence **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, Campus Administrators **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 2: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work programs into Beginning of Year Scholar Culture Camp **Strategy's Expected Result/Impact:** Increased scholar persistence, decreased negative interactions for scholars. **Staff Responsible for Monitoring:** Campus Lead Team Members **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1	100%	100%	100%	

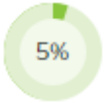
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
School Processes & Programs
Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause**: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families
Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Hidden Meadow will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize ADA Matrix to communicate with families of scholars missing days of school. **Strategy's Expected Result/Impact:** Decreased absence rate for scholars with high absences. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-9th grade meet their MVPA minutes goal. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily use of monitors with strategic plans to get scholars moving daily, for extended periods of time. **Strategy's Expected Result/Impact:** increased scholar happiness, excited for school **Staff Responsible for Monitoring:** teachers, administrators **Problem Statements:** School Processes & Programs 2 - Perceptions 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause**: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families
Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 4: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Successful completion of staff development cycle, 85% staff retention **Staff Responsible for Monitoring:** instructional coaches, principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 1	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause**: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.
Student Learning
Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. **Root Cause**: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Goal 4: Increase staff retention

Performance Objective 2: IDEA Hidden Meadow is 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Managers, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Recruitment team will increase enrollment by 15%.

Evaluation Data Sources: Enrollment numbers in Power Bi

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ongoing Super Recruitment Days throughout the year to keep community interest and options to enroll and visit campus. **Strategy's Expected Result/Impact:** 10 scholar applications per Super Recruitment Day **Staff Responsible for Monitoring:** Assistant Principal of Operations, Operations Team, Principal, Regional Director of Operations. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause**: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
School Processes & Programs
Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause**: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families
Perceptions
Problem Statement 1: The number of families unhappy with campus communications has increased this year. **Root Cause**: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

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 VistaComprehensive Needs AssessmentCOLLEGE PREPData Source: School Culture and Climate Campus New Student Persistence81.08%# of Admin Withdrawals/ Level 3 Offenses0% SPED15.38%% ELL63%% Eco Dis73%% Migrant0%% Race: American-Indian-Alaska-Native0%% Asian0%% White-Hispanic93%% Multi0%% Black-African-American2%% Native-Hawaiian-Pacific-Islander0%% White5%% Male52%% Female48%

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			
	Formative			Summative
	Oct	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Expand scholars' vocabulary for ACT and other standardized tests. **Staff Responsible for Monitoring:** College Counselor & Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ACT curriculum will be reviewed during RTTC. **Strategy's Expected Result/Impact:** Familiarize 9th graders with the ACT. **Staff Responsible for Monitoring:** CC and RTTC teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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.

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
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 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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.

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			
	Formative			Summative
	Oct	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** We will be able to taylor learning through the Summitt Platform and scholars will have had the remediation needed before the state test. **Staff Responsible for Monitoring:** SpEd teachers and Interventionists **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

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.

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			
	Formative			Summative
	Oct	Jan	Mar	June
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 **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

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.

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			
Strategy 1: First Teach	Formative			Summative
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 Early identification of Domain 3 scholars to differentiate classroom instruction that is aligned with students' instructional needs. Done (Professional Development Days) Scheduled rehearsals Aug 28- Ongoing Observations Aug 3- Ongoing **Staff Responsible for Monitoring:** Teacher Managers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Data-Driven Instruction	Formative			Summative
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 **Staff Responsible for Monitoring:** Teacher Managers **Problem Statements:** Student Learning 1 - School Processes & Programs 1	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress 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			
	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 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.

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			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 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.

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			
	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly check-ins with PE teachers to track HIT progress. **Strategy's Expected Result/Impact:** Intervene with those students not meeting goal **Staff Responsible for Monitoring:** PE Teachers Sports Coaches **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Actively promote and encourage students to join a sport. **Strategy's Expected Result/Impact:** Increased MVPA minutes **Staff Responsible for Monitoring:** Coaches				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 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.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Effective and transformational completion of each task. **Staff Responsible for Monitoring:** Performance Managers **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Horizon Vista will begin their search in January of 2023. **Strategy's Expected Result/Impact:** Have a better opportunity of a higher quality applicant **Staff Responsible for Monitoring:** Administrative Assistant Principal Assistant Principal Talent Partner **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Formulate criteria for every new position tailored to the needs of the campus and use it to filter through resumes. **Strategy's Expected Result/Impact:** Candidates that are prepared to take on the needs of Horizon Vista College Prep **Staff Responsible for Monitoring:** Administrative Assistant Principal Asst. Principal **Problem Statements:** School Processes & Programs 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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 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			
	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Ingram Hills College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 17, 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: August 25, 2023

Demographics

Demographics Summary

IDEA Ingram Hills represents a campus that is diverse in culture, ethnicity and gender. We were able to have a low drop out rate, losing only 1 scholar which tells us once our scholars are here, they want to stay here. Part of what makes our campus unique is that we have a strong RISE/SPED team that provides support to our scholars. Our RISE scholars and are able to differentiate and give support based on individual student needs. Our areas of opportunity for areas in our campus were low ADA rates, teacher retention has room for improvement and students were not successful in AP courses due to not being prepared to take 4 advanced courses.

Demographics Strengths

1. Race and ethnicities diversity, students and staff
2. Low dropout rate. Only 1 scholar this year.
3. RISE team is supportive and caring

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not hit our enrollment target. **Root Cause:** 70% persistence in the year before and weak summer recruiting plan.

Problem Statement 2: Student Attendance was around 92%. **Root Cause:** There was inconsistency in upholding the ADA Matrix.

Problem Statement 3 (Prioritized): 4 Teachers resigned in Semester 1 **Root Cause:** There was no clear behavior management system.

Student Learning

Student Learning Summary

At IDEA Ingram Hills we were able to provide teachers with a weekly OTG (on track to graduate) reports, and this data gave teachers a better perspective of student achievement. Teachers were able to pivot instruction testing when needed. We also saw a tremendous growth in our EL population due to our strong support in the classroom. Our next strength, was in providing our 8th grade scholars a graduation plan done by Mr. Escalante. Our areas of opportunity were enrollment due to lack of transportation to families. Other Ideas being in close proximity and inconsistency between Ideas campus particularly in student and family experience. Overall students experienced a lack of investment in achieving their goals due to a system that does not hold them accountable and positive reinforcement.

Student Learning Strengths

1. Weekly OTG report provided by Escalante
2. EL population in achievement in benchmarks
3. Graduation plans provided in 8th grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause:** There was a weak partnership between the Gen Ed and SPED teachers.

Problem Statement 2 (Prioritized): Our scholars struggled achieving results in AP classes. **Root Cause:** AP teachers did not receive the coaching cycle consistently.

Problem Statement 3: There was a consistent apathy in our most struggling scholars. **Root Cause:** We struggled to find the right motivation, and partner with families to ensure scholars were successful.

School Processes & Programs

School Processes & Programs Summary

Our strenghts at IDEA Ingram Hills were that we had strong leadership from our APIs at the BOY. We felt supported by leadership and IT teams. We had strong systems in place for grade level communication. Areas of improvement were that lack of implementation of technology in consistently in every classroom. Leaders lacked traning on implementing technology for teachers to use in classrooms. School counselor and social worker should be able to support students due to completing other duties. And lack of exra-curriculur options/academics on campus.

School Processes & Programs Strengths

1. We had great leadership at the BOY/APIs
2. Felt supported by leadership and IT teams
3. Grade level communication

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a lack of technology being integrated into daily classroom learning across campus. **Root Cause:** No clear vision/system put in place by lead team.

Problem Statement 2 (Prioritized): Our extra curricular activities only target a small group of students, mainly athletes. **Root Cause:** We did not prioritize finding sponsorship for other academic clubs throughout the year.

Problem Statement 3: Teachers were unclear of who is responsible for which roles in lead team making it difficult for teachers to feel supported by lead team. **Root Cause:** Lack of planning out back up plans for different lead team members being off campus forcing others to be unavailable for their roles.

Perceptions

Perceptions Summary

Ingram Hills campus provided several opportunities for upward feedback through surveys throughout the year with zero risk of retaliation or consequence for transparency. Teacher relationships on campus are strong as they champion and support each other daily. Also, our lead team was quick to communicate data with staff allowing teachers to invest in are areas of opportunity. Gaps at Ingram Hills included student culture due to lack of BOY training on behavior hierarchy. Another area of growth was our community partnership that developed because of a lack of PTA and systems to create volunteer opportunities. Lastly, our biggest area of growth was professionalism as we did not have strong systems to track and hold teachers consistently accountable.

Perceptions Strengths

1. Surveys and feedback was provided, true/transparent- no retaliation
2. Teacher relationships and trust is strong among each other.
3. Strong communication on data

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We had consistent behavior concerns throughout the year. **Root Cause:** Lack of clear behavior management system.

Problem Statement 2: Our families wanted to support, but there was no clear avenue for them to do so. **Root Cause:** There is no PTA or parent involvement group.

Problem Statement 3 (Prioritized): Teacher professionalism was weak, in regard to hitting deadlines and arriving to work and duty on time. **Root Cause:** There was no clear system to inspect that professionalism norms were being met.

Priority Problem Statements

Problem Statement 1: 4 Teachers resigned in Semester 1
Root Cause 1: There was no clear behavior management system.
Problem Statement 1 Areas: Demographics

Problem Statement 2: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.
Root Cause 2: There was a weak partnership between the Gen Ed and SPED teachers.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was a lack of technology being integrated into daily classroom learning across campus.
Root Cause 3: No clear vision/system put in place by lead team.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our extra curricular activities only target a small group of students, mainly athletes.
Root Cause 4: We did not prioritize finding sponsorship for other academic clubs throughout the year.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher professionalism was weak, in regard to hitting deadlines and arriving to work and duty on time.
Root Cause 5: There was no clear system to inspect that professionalism norms were being met.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: We had consistent behavior concerns throughout the year.
Root Cause 6: Lack of clear behavior management system.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: We did not hit our enrollment target.
Root Cause 7: 70% persistence in the year before and weak summer recruiting plan.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Our scholars struggled achieving results in AP classes.
Root Cause 8: AP teachers did not receive the coaching cycle consistently.
Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: IDEA achieves an A Rating

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

Evaluation Data Sources: Mock TELPAS, TELPAS exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete 2 Mock Telpas Exams in October and February **Strategy's Expected Result/Impact:** Receive timely data and respond to data before TELPAS Exam **Staff Responsible for Monitoring:** Rafaela Hernandez **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause**: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

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

Evaluation Data Sources: Internal Tracker, PowerSchool Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create Strong Academic Block where teachers provide accelerated instruction daily. **Strategy's Expected Result/Impact:** Close gaps from exit tickets **Staff Responsible for Monitoring:** All instructional staff **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause**: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock Exams, STAAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create Strong Partnership between SPED and Gen Ed staff by having weekly collaborative planning time. **Strategy's Expected Result/Impact:** Equip SPED teachers with content and time to create an intervention plan for SPED scholars. **Staff Responsible for Monitoring:** SPED teachers, Kayla Ramirez **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly tutoring for SPED Scholars facilitated by SPED Teacher. **Strategy's Expected Result/Impact:** Close gaps in a small group setting **Staff Responsible for Monitoring:** SPED teachers, Kayla Ramirez **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause**: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Mock Exams, STAAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Use data to create intentional strategies to improve data. **Staff Responsible for Monitoring:** Kayla Ramirez, Jennifer Neudek **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause**: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 75% of 11th grade scholars are TSI Exempt by the May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Biweekly tutoring and testing completed by RTTC Teacher and College Counselor. **Strategy's Expected Result/Impact:** Tutor based on the most recent attempt to close gaps. **Staff Responsible for Monitoring:** Angel Escalante **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled achieving results in AP classes. **Root Cause**: AP teachers did not receive the coaching cycle consistently.

Goal 2: Increase student persistence

Performance Objective 1: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Build strong partnerships with families to create trust **Staff Responsible for Monitoring:** Kayla Ramirez, Iris Perales **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** - Title I, Part A (4120) - $1,988.58	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. **Root Cause**: 70% persistence in the year before and weak summer recruiting plan.

Goal 2: Increase student persistence

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar and implement plan for Safer Smarter Schools by end of September. **Strategy's Expected Result/Impact:** Creating awareness and learning about bullying **Staff Responsible for Monitoring:** Jordan Morrison, Iris Perales **Title I:** 2.5 **Problem Statements:** Demographics 1	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In addition to Safer Smarter Schools, create Tier 2 interventions for each grade level. (Girls Group to discuss body image, Social Media awareness, etc) **Strategy's Expected Result/Impact:** Educating scholars on how to process through influences in society. **Staff Responsible for Monitoring:** Jordan Morrison **Title I:** 2.5 **Problem Statements:** Demographics 1 - School Processes & Programs 2	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. **Root Cause**: 70% persistence in the year before and weak summer recruiting plan.

School Processes & Programs
Problem Statement 2: Our extra curricular activities only target a small group of students, mainly athletes. **Root Cause**: We did not prioritize finding sponsorship for other academic clubs throughout the year.

Goal 2: Increase student persistence

Performance Objective 3: 100% of new families will be fully onboarded before FDOS or before scholar's first day.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and uphold onboarding plan and do not allow scholars to begin without following all steps. **Strategy's Expected Result/Impact:** Scholars and families are clear on our expectations as a school, and ensure they are aligned with what we believe. **Staff Responsible for Monitoring:** Iris Perales, Kayla Ramirez **Problem Statements:** Demographics 1 - Perceptions 1	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. **Root Cause**: 70% persistence in the year before and weak summer recruiting plan.
Perceptions
Problem Statement 1: We had consistent behavior concerns throughout the year. **Root Cause**: Lack of clear behavior management system.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Ingram Hills will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: PowerBi

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of absent scholars will receive a phone call when they are absent from teacher, leader and/or ops member. **Strategy's Expected Result/Impact:** Strong partnership with families **Staff Responsible for Monitoring:** Alyssa Williams **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause**: There was a weak partnership between the Gen Ed and SPED teachers.
Problem Statement 2: Our scholars struggled achieving results in AP classes. **Root Cause**: AP teachers did not receive the coaching cycle consistently.

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use watches daily to track MVPA Minutes. **Strategy's Expected Result/Impact:** Use data to drive who gets watches daily if there are not enough **Staff Responsible for Monitoring:** Saul Martell and David Fleurant **Title I:** 2.6 **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Our extra curricular activities only target a small group of students, mainly athletes. **Root Cause**: We did not prioritize finding sponsorship for other academic clubs throughout the year.

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Consistent checkpoints to staff on their performance. **Staff Responsible for Monitoring:** Kayla Ramirez, Jennifer Neudek **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 3	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 4 Teachers resigned in Semester 1 **Root Cause**: There was no clear behavior management system.

Goal 4: Increase staff retention

Performance Objective 2: IDEA Ingram Hills is 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Hiring staff members who are aligned to the vision for IDEA will lead to stronger staff retention **Staff Responsible for Monitoring:** Kayla Ramirez **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 4 Teachers resigned in Semester 1 **Root Cause**: There was no clear behavior management system.

Goal 4: Increase staff retention

Performance Objective 3: 100% of staff will get a monthly upwards feedback survey.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage 10 minutes of a staff meeting per month to administer staff survey, reflect as a lead team within 24 hours, and send out reflections and next steps via email to all staff within 48 hours. **Strategy's Expected Result/Impact:** Staff have a chance to give their feedback and build trust with leaders by seeing us respond to feedback. **Staff Responsible for Monitoring:** Kayla Ramirez **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 3	80%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: 4 Teachers resigned in Semester 1 **Root Cause**: There was no clear behavior management system.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% of Staff members will recruit twice per semester

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create Intentional super recruitment day plans monthly **Strategy's Expected Result/Impact:** 10 apps per month **Staff Responsible for Monitoring:** Alyssa Echeverria-Williams **Problem Statements:** Demographics 1	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create Internal Tracker to ensure all staff members recruit twice per semester. **Strategy's Expected Result/Impact:** Accountability towards the strategy **Staff Responsible for Monitoring:** Alyssa Echeverria-Williams **Problem Statements:** Demographics 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. **Root Cause**: 70% persistence in the year before and weak summer recruiting plan.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: 100% of new families will be fully onboarded before FDOS or before scholar's first day.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and uphold onboarding plan and do not allow scholars to begin without following all steps. **Strategy's Expected Result/Impact:** Families who begin with us are clear on our expectations and aligned with our mission. **Staff Responsible for Monitoring:** Kayla Ramirez, SC **TEA Priorities:** Connect high school to career and college	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$1,988.58
				Sub-Total	$1,988.58
				Budgeted Fund Source Amount	$1,988.58
				+/- Difference	$0.00
				Grand Total Budgeted	$1,988.58
				Grand Total Spent	$1,988.58
				+/- Difference	$0.00

IDEA Public Schools

Judson College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 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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Demographics

Demographics Summary

IDEA Judson CP is a public charter school that includes a very diverse and inclusive community that comprises around 750 students.

Demographics Strengths

CSI student data in reading is really good and consistently in the top 5 in the district. High percentage of EL students every year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Domain 3, SPED students are not performing consistently to meet their AA goals. **Root Cause:** No consistent additional support for SPED students outside of their service minutes.

Problem Statement 2 (Prioritized): EL students are not exiting the program in the three-year span. **Root Cause:** Staff is not adequately trained to meet EL needs and support them within the classroom.

Student Learning

Student Learning Summary

Student performance overall excels in comparison to the district or other schools/school systems. This is due, in part, to teacher engagement and commitment to helping students be successful. Subgroups are performing at or above their academic levels. There are indicators available to suggest individual student growth. The data available to us tells us the majority of the student body is succeeding in comprehension and mastery of subjects. This includes small intervention groups that have teamed up with grade levels to help all students be successful.

Student Learning Strengths

We have small group interventions for SPED, ELLs, and students struggling with mastery of comprehending the subject. The teachers of these groups also do in class

support when needed. Core teachers and small group teachers work together to create a plan of action that will ensure student success. We offer tutoring before and after

school, as well as during lunch. We also hold Saturday school for extra help and support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Differentiation within the curriculum to provide opportunities for effective small group instruction. **Root Cause:** District curriculum is paced to only provide the instruction and it is jam packed.

Problem Statement 2 (Prioritized): Vertical alignment across grade levels to ensure consistency. **Root Cause:** Teachers create their own systems that are grade level specific that sometimes does not transfer across. (mnemonics, acronyms).

School Processes & Programs

School Processes & Programs Summary

Parents and students are given information packets containing details on procedural and academic differences between each campus. Parents and students are also invite to various seminars.

School Processes & Programs Strengths

All students are given the opportunities to succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents and staff feel that they do not receive communication in a timely manner. **Root Cause:** Lack of year at a glance planning by administration to plan.

Problem Statement 2 (Prioritized): Student behaviors are not consistently addressed by teachers and communicated consistently throughout College Preparatory. **Root Cause:** Inconsistent administration, GTL, and teacher discipline matrix follow through that go along with the student code of conduct.

Perceptions

Perceptions Summary

There are avenues for teachers to get additional pointers and tips for becoming a better educator. Other teachers and administrators are willing to offer insight and best practices. There have also been PD meetings where we discussed ways to be better educators. Administration and grade team do an incredible job at making sure all teachers are equipped to succeed in the classroom. There are procedures in place for transitions, do nows, and logs for things that might keep the student from valuable instructional time. Teachers do an excellent job of making sure students are where they are supposed to be.

Perceptions Strengths

All struggling students are identified and given small group intensive instruction when necessary. All teachers use CFU's to make sure there is little confusion with content for at-risk students. IDEA is a closed campus. The gate to the campus is locked at the start of the school day, all guests must register with the front office, all employees must wear ID badges on their person. Every precautions that can be taken to maintain the safety of our students is taken.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families feel that the school culture is not meeting their children's social emotional well-being. **Root Cause:** Inconsistent social emotional growth trainings for students and staff.

Problem Statement 2 (Prioritized): Students are not celebrated as often as students are reprimanded. **Root Cause:** Lack of consistent investment from students and staff.

Priority Problem Statements

Problem Statement 1: Students are not celebrated as often as students are reprimanded.
Root Cause 1: Lack of consistent investment from students and staff.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Parents and staff feel that they do not receive communication in a timely manner.
Root Cause 2: Lack of year at a glance planning by administration to plan.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Differentiation within the curriculum to provide opportunities for effective small group instruction.
Root Cause 3: District curriculum is paced to only provide the instruction and it is jam packed.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Domain 3, SPED students are not performing consistently to meet their AA goals.
Root Cause 4: No consistent additional support for SPED students outside of their service minutes.
Problem Statement 4 Areas: Demographics

Problem Statement 5: EL students are not exiting the program in the three-year span.
Root Cause 5: Staff is not adequately trained to meet EL needs and support them within the classroom.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Student behaviors are not consistently addressed by teachers and communicated consistently throughout College Preparatory.
Root Cause 6: Inconsistent administration, GTL, and teacher discipline matrix follow through that go along with the student code of conduct.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Families feel that the school culture is not meeting their children's social emotional well-being.
Root Cause 7: Inconsistent social emotional growth trainings for students and staff.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Vertical alignment across grade levels to ensure consistency.
Root Cause 8: Teachers create their own systems that are grade level specific that sometimes does not transfer across. (mnemonics, acronyms).
Problem Statement 8 Areas: Student Learning

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)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT prep course during RTTC rotation to focus on math and English data.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Math and English focus groups in the summer and fall to meet benchmark by December.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers.	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 37% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students complete training and instruction aligned to writing, reading, and listening practice for TELPAS during first half of elective classes.	N/A			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students completing HB4545 minutes for required content during intervention for specific content as a part of their scheduled rotation throughout the year.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create priority student groups following each exam data analysis to target Special pops.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete bi-weekly walk throughs to assess status of campus safety and provide feedback based on results that are aligned to scoring a proficient or higher on scorecard.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Funding Sources:** - Title I, Part A (4120) - $2,695.96	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide resources and training required during beginning of school year for teachers to roll out Anti-Bullying and Safer Smarter school curriculum and include sessions during culture camp for students.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly check ins with PE teachers to receive updates on goal and to adjust backwards plan.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Consistently follow and implement ADA matrix to include completing ADA phone calls during Homeroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow campus ADA matrix to follow up on absent scholars **Strategy's Expected Result/Impact:** To be above 97.5% ADA for the entirety of the school year. **Staff Responsible for Monitoring:** All staff members	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor MVPA minutes on a daily basis to assess quarterly benchmarks are achieved throughout the year.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 90%or higher in staff retention **Staff Responsible for Monitoring:** API's, Principals,	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$2,695.96
				Sub-Total	$2,695.96
				Budgeted Fund Source Amount	$2,695.96
				+/- Difference	$0.00
				Grand Total Budgeted	$2,695.96
				Grand Total Spent	$2,695.96
				+/- Difference	$0.00

IDEA Public Schools

Kyle College Prep

2023-2024 Improvement Plan

Public Presentation Date: November 6, 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: August 5, 2023

Demographics

Demographics Summary

IDEA Kyle College Prep is a diverse school of approximately 510 scholars of many ethnicities, nationalities, religions, and orientations. The greater Kyle community is an economically diverse area, with multi-million homes adjacent to homes a fraction of the value. IDEA Kyle College Prep families include approximately 5 different home languages. Our staff is representative of our student population, including Hispanic, Caucasion, Middle-Eastern, and Black staff members. The campus focuses heavily on core instruction in middle school with the goal of moving all scholars to grade level or above in reading and mathematics by 8th grade, when students begin career-tech ed courses and other student-centered electives. Campus life offers a variety of clubs and athletics to ensure all scholars find their passion and an adult champion on campus. (See PDF in addendum for more information.)

Demographics Strengths

- IDEA Kyle offers multiple diverse clubs (Black student alliance, student council, ambassador program)

- Weekly feedback form for parents and scholars

-Monthly principal townhalls for parents and scholars

- Scholars feel a sense of community

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our median scholars are not feeling a sense of motivation to get to college. **Root Cause:** Differentiation for high and low scholars is often prioritized but we have not focused on median scholars

Problem Statement 2: ECODIS percentage still low **Root Cause:** Recruitment focusing on proximity

Student Learning

Student Learning Summary

IDEA Kyle CP earned an 84 on the State of Texas Accountability Report Card, which resulted in a "B" rating. This year, when I started my principalship in October, we were standing at an "F" rating. After Mock exams, we made it to a "D" rating. Currently, we are at the top in several contents amongst the district. SpEd scholars lagged behind their peers on the state assessments. Growth goals increased from semester exams to mock exams. OTG increased from 35% to 97%. ELA data doubled from semester to mock exams. (See PDF in Addendum for more information.)

Student Learning Strengths

- OTG increase from 53% to 97%

-Growth goal increase from 9% to 62%

- ELA data doubled from semester exam to mock exam

- Mastery increased from MOCK to STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 85% of our teachers are novice/new to content teaching **Root Cause:** API's had not received the coaching to coach their teachers effectively.

Problem Statement 2: SPED data did not increase as much as the rest of our data **Root Cause:** New API leading the sped team/ so many gaps to close

School Processes & Programs

School Processes & Programs Summary

IDEA Kyle College Prep has strong coaching systems in place. With a predominantly new team of teachers for the 22-23 school year, our instructional leadership team is observing teachers, providing real-time coaching, and monitoring action steps daily. High leverage lesson plan feedback is provided every week, and teacher are held accountable for turning around feedback by Friday. Weekly check ins with new teachers include pedagogy, data analysis, lesson plans, and culture building. Expectations, due dates, deliverables, and time lines are clear. I have a structured system of accountability and I make sure that all staff is held to high expectations. I believe in tracking everything therefore, I hold my instructional team to high standards when it comes to filling out our daily trackers.

School Processes & Programs Strengths

- Fidelity with trackers

-Follow up fidelity

- Lesson rehearsal fidelity

- API's have been coached up to success to coach teachers

- Effective coaching has led to effective teaching

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Still pushing for teacher buy in with our systems. **Root Cause:** High expectations were not existent, which resulted in high teacher turnover when high expectations came along.

Problem Statement 2 (Prioritized): Inconsistent Instructional OCS meetings based on every system **Root Cause:** API's had to push into classrooms when teachers resigned, too many gaps and deprioritized this

Perceptions

Perceptions Summary

Staff retention was at 56% in the 21-22 school year. This year, we maintained a higher percentage but we still lost several teachers which resulted in other teachers filling in those gaps. Reason for losing teachers was because structure and accountability was not something that they were used to, therefore I had to hold teachers to high expectations which resulted in our newest teachers or novice teachers disagreeing with our IDEA expectations. Staff ADA was also low but after setting ADA expectations, we increased our attendance. Teacher ADA was low, requiring present staff members to cover classes. This caused a high burnout rate for teachers. Constant staff feedback surveys were offered. Most feedback involved "too many deadlines and different tasks". Teachers onboarded mid-year were required to be ready to teach immediately.

Perceptions Strengths

I was able to conduct my 15 min of fame with our staff when I began my principalship in October, which resulted in more buy in. Our strongest teachers have provided the feedback that they "appreciate the structure and transparency" from me in regards to my expectations. So far, teachers who had been having a difficult time with high expectations seem to be getting used to it due to the consistency that I have created.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High teacher turnover **Root Cause:** No accountability system/ no high expectations

Problem Statement 2: Lack of culture of joy **Root Cause:** Leaders have not created engagement plans for implementation of culture of joy. Teachers have not been successfully coached on bringing joy in their lessons.

Priority Problem Statements

Problem Statement 1: Our median scholars are not feeling a sense of motivation to get to college.
Root Cause 1: Differentiation for high and low scholars is often prioritized but we have not focused on median scholars
Problem Statement 1 Areas: Demographics

Problem Statement 2: 85% of our teachers are novice/new to content teaching
Root Cause 2: API's had not received the coaching to coach their teachers effectively.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent Instructional OCS meetings based on every system
Root Cause 3: API's had to push into classrooms when teachers resigned, too many gaps and deprioritized this
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: High teacher turnover
Root Cause 4: No accountability system/ no high expectations
Problem Statement 4 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: ALL students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3)

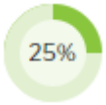
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Analysis: Begin by analyzing the data from previous STAAR tests to identify specific areas of weakness and strengths. This will help you understand which skills and concepts need more focus. Early Identification and Intervention: Implement an early identification system to identify struggling readers as soon as possible. Provide targeted interventions and support to help them catch up with their peers. Professional Development: Ensure that teachers receive ongoing professional development in evidence-based reading instruction techniques. This includes training on phonics, vocabulary development, comprehension strategies, and fluency building.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. We will utilize our master data board tracker 2. We will collaborate with our CSI teacher and our ELA teachers to ensure that all scholars are receiving the extra support that they need. 3. PD days will be specified and determined strategically in order to create a successful learning environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 100% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Peer Collaboration: Encourage peer collaboration and interaction among students with different language backgrounds. Pairing ELL students with proficient English speakers can facilitate language learning and foster friendships. Language Support Resources: Provide students with language support resources, such as bilingual dictionaries, language reference materials, and access to language learning resources online. Parent Communication: Maintain open and regular communication with parents about their child's language progress, goals, and strategies for improvement.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. Pairing ELL students with proficient English speakers can facilitate language learning and foster friendships. 2., such as bilingual dictionaries, language reference materials, and access to language learning resources online. 3. : Maintain open and regular communication with parents about their child's language progress, goals, and strategies for improvement.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Flexible Scheduling: Create a flexible schedule that allows for additional instructional time or intervention sessions for students who need to catch up on missed minutes. Extended Learning Opportunities: Offer extended learning opportunities such as before-school, after-school, or weekend programs to provide extra instructional time for identified scholars.	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. Create a flexible schedule that allows for additional instructional time or intervention sessions for students who need to catch up on missed minutes. 2. Offer extended learning opportunities such as before-school, after-school, or weekend programs to provide extra instructional time for identified scholars.	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Individualized Education Plans (IEPs): Develop and regularly review IEPs for each SPED student, setting specific academic goals and accommodations tailored to their unique needs and learning styles. Differentiated Instruction: Provide differentiated instruction that addresses various learning styles and academic abilities within the SPED classroom, ensuring that each student receives appropriate support. Co-Teaching Model: Implement a co-teaching model where general education teachers and SPED teachers collaborate to provide targeted instruction and support to SPED students in mainstream classrooms.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. Develop and regularly review IEPs for each SPED student, setting specific academic goals and accommodations tailored to their unique needs and learning styles. 2.Provide differentiated instruction that addresses various learning styles and academic abilities within the SPED classroom, ensuring that each student receives appropriate support. 3. Implement a co-teaching model where general education teachers and SPED teachers collaborate to provide targeted instruction and support to SPED students in mainstream classrooms.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 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			
Strategy 1: Data-Driven Instruction:	Formative			Summative
	Oct	Jan	Mar	June
	75%			

Strategy 2 Details	Reviews			
Strategy 2: Use student assessment data to identify specific areas of weakness and strengths. Tailor instructional plans to address the specific needs of individual students and groups.	Formative			Summative
	Oct	Jan	Mar	June
	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 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: Emergency Drills:	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Conduct regular and realistic emergency drills, including fire drills, lockdown drills, and evacuation drills, to ensure everyone knows how to respond quickly and safely.	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication Plan: Establish a communication plan to inform families about the scheduled events, their purpose, and the benefits of their participation.	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish a communication plan to inform families about the scheduled events, their purpose, and the benefits of their participation. **Funding Sources:** - Title I, Part A (4120) - $820	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
Strategy 1: Clear Communication: Administrator Support:	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: 1. At the beginning of the school year, communicate the importance of completing the curriculum on time and the benefits it brings to creating a safe and inclusive learning environment. 2. Ensure that school administrators are fully supportive of the curriculum completion and actively encourage teachers to prioritize it in their lesson planning.	Oct	Jan	Mar	June
	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 6th thru 11th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enhance the PE curriculum to include a diverse range of activities that appeal to different interests and fitness levels. Offer activities that students find enjoyable and engaging.	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Tracking strategies that our coaches have implemented consistently.	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Early Intervention Attendance Incentives: **Funding Sources:** - Title I, Part A (4120) - $1,000	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. Implement an early intervention system to identify students at risk of chronic absenteeism and provide appropriate support and resources to improve their attendance. 2. Create attendance incentives for students who maintain excellent attendance records, such as recognition, awards, or special privileges.	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set clear and realistic MVPA minutes goals for each student based on their age, fitness level, and personal abilities.	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Individualize goals to ensure they are achievable for all students.	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	55%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Retain Existing Staff: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.	70%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Organize open houses and campus tours to showcase the school's facilities, learning environment, and overall atmosphere to prospective students and their families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule open houses and tours well in advance, allowing sufficient time for promotion and logistics planning. **Funding Sources:** - Title I, Part A (4120) - $0.39	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: Engage with the local community through partnerships with businesses, organizations, and community events. Participate in community fairs, parades, and other gatherings to raise awareness about the school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Participate in community fairs, parades, festivals, and other gatherings to showcase the school's involvement and commitment to the community.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 3: Recruit parent ambassadors who can speak positively about the school's benefits and answer questions from prospective families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reach out to parents who have been actively involved in the school community, demonstrated enthusiasm for the school, and have positive experiences to share.				

  No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$820.00
3	2	1			$1,000.00
5	1	1			$0.39
				Sub-Total	$1,820.39
				Budgeted Fund Source Amount	$1,820.39
				+/- Difference	$0.00
				Grand Total Budgeted	$1,820.39
				Grand Total Spent	$1,820.39
				+/- Difference	$0.00

IDEA Public Schools

Lake Houston College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communitiesÂ 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 14, 2023

Demographics

Demographics Summary

Lake Houston CP was founded in 2021-2022 and currently serves students in grades 6-8. For the 22-23 school year, we served 254 scholars in 6th and 7th grade, and 48% of our students are ELs. We are currently leading the region in ADA and district exams.

Demographics Strengths

- IDEA offers a competitive salary for teachers with experience.
- IDEA is achieving it's mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to ensure equitable interventions and disciplinary consequences for all students. **Root Cause:** There has not been a clear system to train/develop staff members on intervention techniques. Staff must increase cultural competency and awareness to lead equitable interventions and disciplinary consequences. Families have not been onboarded correctly.

Problem Statement 2 (Prioritized): There is a need to expand mile-radius for transportation to get scholars to and from campus daily. **Root Cause:** Our campus is off a feeder road, and it is unsafe for scholars to get to and from campus. The set radius is 2 to 8 miles and stops are at a public business location.

Student Learning

Student Learning Summary

We are currently pending STAAR results; however, preliminary results show the following:

Key: # of students that LDNP- likely did not pass, ZOU- zone of uncertainty, LP- likely passed

See PDF in Addendum for more information.

Student Learning Strengths

- Increase in all subjects compared to the 21-22 school year on all Mock and STAAR exams
- 100% of scholars took the ELA STAAR exam
- 99% of scholars took the Math STAAR exam
- EL and SpEd population tracking higher this year on Math exams 25%/56%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of likely passed (6th ELA & Math, 7th Math) is less than 60%. **Root Cause:** Inconsistency with coaching and side by side planning with Regional, Leader, and Teacher. Instruction is often lacking in rigor since feedback is inconsistent.

Problem Statement 2 (Prioritized): To get an A, we must have most of our scholars meet their growth goal and our HB4545 scholars meet approaches on the STAAR exam. **Root Cause:** Growth goals were given to scholars late and inconsistent tracking from scholars. HB4545 interventions had minimal coaching and follow up to ensure scholars were mastering the TEKS.

School Processes & Programs

School Processes & Programs Summary

We develop our leaders through daily real time coaching, classroom management and culture walks, SPED ACC audits, and coaching academy. We also ensure roles and responsibilities are clear by ensuring calendars are informed by data based priorities and check-ins. We ensure our scholars have multiple opportunities to engage in extracurricular activities.

- 1 to 1 technology
- Robotics Club
- Flag football
- Volleyball
- Basketball
- Cross Country
- Soccer
- Cheer

School Processes & Programs Strengths

- IDEA parents rate IDEA as 4.5|5 on the statement, "Based on your overall experience this year at IDEA, do you plan on returning in August of 2022."
- IDEA parents rate IDEA as 4.6|5 on the statement, "The school prepares my child to respond effectively during an emergency."
- IDEA Lake Houston has retained 96.55% of our scholars as of 5/26/23.
- 6^{th} grade EOY assembly: 81 parents in attendance

  7^{th} grade EOY assembly: 79 parents in attendance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our staff retention is an area for improvement across the region and at our campus. **Root Cause:** Staff onboarding has been inconsistent and clear expectations have not been set for all staff members. Leadership has been inconsistent with accountability.

Problem Statement 2 (Prioritized): Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause:** Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals and leadership.

Perceptions

Perceptions Summary

We conduct quarterly surveys to staff, have regular check-ins to set a clear priority for the upcoming week and to build connection. Our regional values are Competence, Care, Connection, and Clarity.

In addition, we have SEL/ Mental Health services provided by our School Counselor and Family Engagement Events.

Perceptions Strengths

- Our GPTW survey in the first semester was at 89%, and our Employee Survey was at 79%.
- 100% of leader retention
- 2 CSTAG reports

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the past year, we have seen an increase on bullying and cyberbullying which impacts our student mental health cases. **Root Cause:** There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 2 (Prioritized): The number of student infractions have increased during the past year due to verbal or physical altercations. **Root Cause:** There has been a lack of investment on trainings for interventions and curriculum for our scholars to learn how to interact with one another.

Priority Problem Statements

Problem Statement 1: There is a need to ensure equitable interventions and disciplinary consequences for all students.

Root Cause 1: There has not been a clear system to train/develop staff members on intervention techniques. Staff must increase cultural competency and awareness to lead equitable interventions and disciplinary consequences. Families have not been onboarded correctly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: To get an A, we must have most of our scholars meet their growth goal and our HB4545 scholars meet approaches on the STAAR exam.

Root Cause 2: Growth goals were given to scholars late and inconsistent tracking from scholars. HB4545 interventions had minimal coaching and follow up to ensure scholars were mastering the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our staff retention is an area for improvement across the region and at our campus.

Root Cause 3: Staff onboarding has been inconsistent and clear expectations have not been set for all staff members. Leadership has been inconsistent with accountability.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During the past year, we have seen an increase on bullying and cyberbullying which impacts our student mental health cases.

Root Cause 4: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to expand mile-radius for transportation to get scholars to and from campus daily.

Root Cause 5: Our campus is off a feeder road, and it is unsafe for scholars to get to and from campus. The set radius is 2 to 8 miles and stops are at a public business location.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The percent of likely passed (6th ELA & Math, 7th Math) is less than 60%.

Root Cause 6: Inconsistency with coaching and side by side planning with Regional, Leader, and Teacher. Instruction is often lacking in rigor since feedback is inconsistent.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our family engagement strategy is not comprehensive and cohesive across all schools.

Root Cause 7: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals and leadership.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The number of student infractions have increased during the past year due to verbal or physical altercations.

Root Cause 8: There has been a lack of investment on trainings for interventions and curriculum for our scholars to learn how to interact with one another.

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading 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
- 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: IDEA achieves an A Rating

Performance Objective 1:
42% of EB students taking TELPAS assessments will maintain or increase a proficiency level by the end of the 23-24 school year. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS benchmark
TELPAS assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers What: Create effective LPs How: 1. Use scaffolding questions 2. Ensure EB accommodations are in place 3. Give EB scholars multiple opportunities to listen, read, write, and discuss **Strategy's Expected Result/Impact:** Increase EB scholars' performance on TELPAS **Staff Responsible for Monitoring:** EL Point Person **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	15%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: To get an A, we must have most of our scholars meet their growth goal and our HB4545 scholars meet approaches on the STAAR exam. **Root Cause**: Growth goals were given to scholars late and inconsistent tracking from scholars. HB4545 interventions had minimal coaching and follow up to ensure scholars were mastering the TEKS.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 100% of identified IDEA Lake Houston CP scholars will meet required minutes per House Bill 4545 (HB4545) before the 2024 STAAR assessment. (CCMR)

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: What: Track accelerated learning scholars and progress How: 1. Identify Accelerated Learning scholars 2. Set goals 3. Track daily progress Who: Teachers & Manager **Strategy's Expected Result/Impact:** 100% of accelerated learning scholars will receive at least 15+ hours of intervention. **Staff Responsible for Monitoring:** Who: Teachers & Manager				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 60% of IDEA Lake Houston CP SpEd students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Instructional Coaches (Principal, API) What: Lesson plan feedback weekly How: 1. Weekly LPs review with snapshots on hand 2. Look-for individual accommodations 3. Rehearse scaffolding questions with SpEd teachers/GenEd teachers **Strategy's Expected Result/Impact:** Increase % of approaches each quarter by 15%. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: To get an A, we must have most of our scholars meet their growth goal and our HB4545 scholars meet approaches on the STAAR exam. **Root Cause**: Growth goals were given to scholars late and inconsistent tracking from scholars. HB4545 interventions had minimal coaching and follow up to ensure scholars were mastering the TEKS.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IDEA Lake Houston CP achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing for the 23-24 school year.
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))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment
Daily ET
SE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increase Domains 1,2, and 3 **Staff Responsible for Monitoring:** Principal **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, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: What: STAAR Night When: September **Strategy's Expected Result/Impact:** Parents will know their scholar's growth goal for each STAAR tested subject, number of questions, and what will be assessed. **Staff Responsible for Monitoring:** Principal, API, SC, Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 **Funding Sources:** Trackers, Folders, Copies, and instructional resources - Title I, Part A (4120) - $1,187.21	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: To get an A, we must have most of our scholars meet their growth goal and our HB4545 scholars meet approaches on the STAAR exam. **Root Cause**: Growth goals were given to scholars late and inconsistent tracking from scholars. HB4545 interventions had minimal coaching and follow up to ensure scholars were mastering the TEKS.

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO What: Ensures safety campus walkthroughs are conducted How: 1. APO/FM will conduct safety campus walkthroughs 3x/day 2. APO/FM will immediately address any safety breaches 3. APO will train 100% of staff on how to avoid safety breaches **Strategy's Expected Result/Impact:** Increase school safety **Staff Responsible for Monitoring:** APO, CCT **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Who: CCT What: Adheres to CCT roles and responsibilities How: 1. Train 100% of staff 2. Conduct safety drills 3. Give immediate feedback 4. Meet monthly **Strategy's Expected Result/Impact:** 100% on all safety audits **Staff Responsible for Monitoring:** Principals, CCT **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: During the past year, we have seen an increase on bullying and cyberbullying which impacts our student mental health cases. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Goal 2: Increase student persistence

Performance Objective 2: IDEA Lake Houston will be in compliance with 100% of 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))

High Priority

Evaluation Data Sources: Sign in sheets
Upload to Plan4Learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Who: SC What: 1. Create message for the 4 events 2 weeks in advance 2. Send message daily for 2 weeks via Remind and FB 3. Include countdown. 4. Personal phone calls from staff members for highest priority scholars **Strategy's Expected Result/Impact:** Increase in family engagement **Staff Responsible for Monitoring:** SC **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IDEA Lake Houston CP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Locus
SEL Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: SC What: 1. Plan when to deliver trainings to stakeholders 2. Track progress 3. Report progress to create urgency 4. Follow up with those not meeting expectation **Strategy's Expected Result/Impact:** 100% of students will receive the anti-bullying, and safe, smarter curriculum by th deadline. **Staff Responsible for Monitoring:** SC **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: During the past year, we have seen an increase on bullying and cyberbullying which impacts our student mental health cases. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Lake Houston CP will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard-Stream

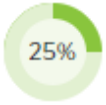
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO What: Create and manage an ADA minute by minute plan How: 1. Assign 1st/2nd round of calls to individuals 2. Inspect ADA tracker for fidelity 3. Identify scholars who are repeat offenders for ADA escalation 4. Hold weekly ADA escalation meetings **Strategy's Expected Result/Impact:** Increase ADA by 2% from previous year. **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of IDEA Lake Houston CP students from 6th-7th grade meet their MVPA minutes goal of 120 minutes per week. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: PE Coach What: 1. Plan lessons that include different exercise levels 2. Utilize time stamps 3. Track student progress using tracker When: A/B days **Strategy's Expected Result/Impact:** Increase MPVA minutes by 120 minutes per week **Staff Responsible for Monitoring:** PE coach **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 100% of full-time staff members at IDEA Lake Houston 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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal and API provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff will meet deadlines set for completion **Staff Responsible for Monitoring:** Principal and API **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

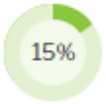
School Processes & Programs
Problem Statement 1: Our staff retention is an area for improvement across the region and at our campus. **Root Cause**: Staff onboarding has been inconsistent and clear expectations have not been set for all staff members. Leadership has been inconsistent with accountability.

Goal 4: Increase staff retention

Performance Objective 2: IDEA Lake Houston is 100% 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

High Priority

Evaluation Data Sources: Employee Survey
Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Principal What: 1. Hold strengths interviews with 100% of instructional staff 2. Hold quarterly pulse checks 3. Create surveys for feedback 4. Follow up with next steps **Strategy's Expected Result/Impact:** Increase in staff retention from year to year. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff retention is an area for improvement across the region and at our campus. **Root Cause**: Staff onboarding has been inconsistent and clear expectations have not been set for all staff members. Leadership has been inconsistent with accountability.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IDEA Lake Houston CP SpEd scholars will reach 21% meets grade level or above on the 2023 Reading and Math STAAR exam and will be recognized by TEA as an A-rated campus.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam
TEA Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, EC What: State key points on support offered to our special programs scholars **Strategy's Expected Result/Impact:** 21% SpEd scholars will receive meets on Reading/Math STAAR Exam 100% enrollment based on academic results **Staff Responsible for Monitoring:** Principal, API, APO, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: IDEA Lake Houston will meet 100% enrollment for the 24-25 school year.

High Priority

Evaluation Data Sources: Power Bi

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, EC What: Recruit scholars and families How: Strategic recruitment plan, Super Recruitment Day **Strategy's Expected Result/Impact:** 100% grade levels are 2:1 applications **Staff Responsible for Monitoring:** APO, EC, Principals **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Trackers, Folders, Copies, and instructional resources		$1,187.21
				Sub-Total	$1,187.21
				Budgeted Fund Source Amount	$1,187.21
				+/- Difference	$0.00
				Grand Total Budgeted	$1,187.21
				Grand Total Spent	$1,187.21
				+/- Difference	$0.00

IDEA Public Schools

Mays College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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: September 29, 2023

Demographics

Demographics Summary

IDEA Mays College Prep is a Tittle1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 12th. Mays College preparatory has consistently hit its individual enrollment target and looks forward to welcoming a total of 780 students during the 2023-24 school year. The schools demographics show that approximately 84% of the student population identify as economically disadvantaged.

Demographics Strengths

92% Teacher retention as of 5/26

91.45% Scholar retention.

100% 12th grade acceptances into 6+ universities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mays was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive. **Root Cause:** Failure to ensure 100% of families have multiple modes of being able to connect with us and tracking that communication preference through : printed newletters weekly, social media, class dojo, remind

Problem Statement 2 (Prioritized): Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. This resulted in scholars feeling a lack of guidance. **Root Cause:** Teacher retention was at 92%. Teacher attrition happened heavily in 9th and 10th grade.

Problem Statement 3: Afterschool clubs were not heavily advertised to scholars. This led some scholars to feel as though they were not provided with alternatives to academics and resulted in scholars leaving. **Root Cause:** Clubs sponsors were not taking advantage of school communication systems to ensure family and scholar engagement. Administration did not audit this in a timely manner.

Student Learning

Student Learning Summary

Currently pending final TEA Results. (Update : Aug 1st)

1. 100% TSI Exempt
2. 100% AP Enrollment
3. 100% of Scholars accepted in 6+ universities
4. Full CCMR Points

Student Learning Strengths

1. 100% TSI Exempt
2. 100% AP Enrollment
3. 100% of Scholars accepted in 6+ universities
4. Full CCMR Points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics and ELA **Root Cause:** Targeted intervention was responsive to the most pressing scholar needs but not reprehensive of EOY goals.

Problem Statement 2 (Prioritized): AP preparedness was not at the same level as STAAR. **Root Cause:** Inconsistency in AP Rounds.

Problem Statement 3 (Prioritized): Lack of consistent in the moment data tracking by teachers. **Root Cause:** Leaders did not inspect what they expected outside of STAAR Classrooms.

School Processes & Programs

School Processes & Programs Summary

At Mays we prioritize in the moment coaching. This means that every leader, teacher, and faculty member is coached at the point of error. Instructional leadership is required to have weekly check-in with all individuals they manage in order to continuously develop and promote individual growth.

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 reatins 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 eacademic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Family engagement strategies were not comprehensive across all grade levels. **Root Cause:** Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Problem Statement 2 (Prioritized): Last minute hires resulted in additional turn over **Root Cause:** Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Perceptions

Perceptions Summary

Our focus has to be on increasing staff retention. Last year we closed the year at 80%. We're currently trending at 91% staff retention.

Perceptions Strengths

1. Placing staff in the right positions to succeed
2. Responsiveness to scholar feedback

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning. **Root Cause:** Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 2 (Prioritized): Decrease in parent communication **Root Cause:** Too many platforms for family communication led to families feeling spammed/ not receiving the correct information. This resulted in numbers and platforms being blocked.

Priority Problem Statements

Problem Statement 1: Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. This resulted in scholars feeling a lack of guidance.

Root Cause 1: Teacher retention was at 92%. Teacher attrition happened heavily in 9th and 10th grade.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics and ELA

Root Cause 2: Targeted intervention was responsive to the most pressing scholar needs but not reprehensive of EOY goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: AP preparedness was not at the same level as STAAR.

Root Cause 3: Inconsistency in AP Rounds.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of consistent in the moment data tracking by teachers.

Root Cause 4: Leaders did not inspect what they expected outside of STAAR Classrooms.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our Family engagement strategies were not comprehensive across all grade levels.

Root Cause 5: Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Last minute hires resulted in additional turn over

Root Cause 6: Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning.

Root Cause 7: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Decrease in parent communication

Root Cause 8: Too many platforms for family communication led to families feeling spammed/ not receiving the correct information. This resulted in numbers and platforms being

blocked.

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly updates on the executive tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: During tactical, CCs will present data on ACT progress and share out the ACT focus for instructional alignment. **Strategy's Expected Result/Impact:** This will build transparency on aligned goals and ensure that there is a pathway towards closing instructional gaps. **Staff Responsible for Monitoring:** Hilda Duenas		N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Math and ELA Content team leaders lead the vertical alignment expectations **Strategy's Expected Result/Impact:** With vertical alignment, TSIA lessons are not taught in isolation and students will be able to be exempt prior to reaching their senior year. **Staff Responsible for Monitoring:** Jordan Thomas				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of managers will be trained in SIOP strategies to cascade to their direct reports. **Strategy's Expected Result/Impact:** 100% of the campus provide sheltered learning opportunities to scholars which will assist with EB's language acquisition and enable them to increase their proficiency. **Staff Responsible for Monitoring:** Eliza Harris, Martin Gonzalez, Ariel Reyes				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create built in opportunities for in school intervention support. **Strategy's Expected Result/Impact:** This will remove the obstacles of providing out of school support for our scholars in need of intervention and ensure that they we reach 100% of HB4545 hours prior to the STAAR exam. **Staff Responsible for Monitoring:** Martin Gonzalez	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 65% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher facing seating chart with academic monitoring pathways and identified special populations. **Strategy's Expected Result/Impact:** In the moment data collection will push teachers to think about the misconceptions of scholars. **Staff Responsible for Monitoring:** Gonzalez				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Exit Ticket and Weekly Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately Every 3 weeks **Strategy's Expected Result/Impact:** This will allow the instructional team to be able to identify the gaps for special pops and then backwards plan the instructional strategies to close those gaps. **Staff Responsible for Monitoring:** Eliza Harris	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus Crisis Team will meet as planned to reflect on campus safety scorecard throughout the year **Strategy's Expected Result/Impact:** The reflection time will enable the team to make the necessary adjustments throughout the year that maximize the health and wellbeing of our scholars. **Staff Responsible for Monitoring:** Lindsay Medina- Silvas				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Every week through the family weekly, parents will receive communication along with campus wide announcements through Remind. **Strategy's Expected Result/Impact:** This will allow parents to feel connected and acknowledged. **Staff Responsible for Monitoring:** Elisa Zamora **Funding Sources:** - Title I, Part A (4120) - $2,656.39	65%			

No Progress | Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Culture Camp will include built in times for the Safer, Smarter School and Anti-Bullying Curriculum **Strategy's Expected Result/Impact:** This will alleviate teacher concerns of finding the time to teach the program safely and ensure 100% of scholars complete it by the 10th day of school. **Staff Responsible for Monitoring:** Elisa Zamora				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Mays CP will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leadership team will update progress of ADA escalation matrix during weekly tacticals. **Strategy's Expected Result/Impact:** By including this goal within our operating mechanisms, we are reaffirming our ability to intervene on ADA concerns. **Staff Responsible for Monitoring:** Lindsay Medina-Silvas				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: Tracking through athletic monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars in PE will receive 900 documented minutes **Strategy's Expected Result/Impact:** Scholars will maintain a healthy lifestyle **Staff Responsible for Monitoring:** Susan Burger; Lora Medina; Andrea King	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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.

High Priority

Evaluation Data Sources: Teachboost

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leadership team will rate 5 teachers per week through TeachBoost; teachers will be seen at least once per week. **Strategy's Expected Result/Impact:** Teachers are receiving regular feedback from observational rounds **Staff Responsible for Monitoring:** Eliza Harris	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will provide feedback to 4 teachers through TeachBoost weekly. **Strategy's Expected Result/Impact:** This will increase documented transparency and allow staff to feel safe and supported. **Staff Responsible for Monitoring:** Eliza Harris	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Mays is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Working alongside the talent partner to ensure that candidates meet the bar of success prior to the interview process. **Strategy's Expected Result/Impact:** This will screen out unqualified applicants and elevate the candidates that can be coached to meet organization expectations. **Staff Responsible for Monitoring:** Eliza Harris and Erica Reese				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$2,656.39
				Sub-Total	$2,656.39
				Budgeted Fund Source Amount	$2,656.39
				+/- Difference	$0.00
				Grand Total Budgeted	$2,656.39
				Grand Total Spent	$2,656.39
				+/- Difference	$0.00

IDEA Public Schools

Mesa Hills College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 12, 2023

Mission Statement

IDEA Public Schools prepare students from under-served 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**
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- Goal 5: Increase staff retention 21
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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Strength 1: IDEA Mesa Hills has significantly lower discipline incidents than campus with similar demographics.

Strength 2: Critical Student Intervention in reading is provided for Emergent Bilingual students, to facilitate language acquisition.

Strength 3: Teachers are organized in cohorts and track and monitor scholar achievement, growth and attendance data for their designated groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: campus enrollment at 75% of open seats. **Root Cause:** campus is located a block away from another K-8 school.

Student Learning

Student Learning Strengths

Strength 1: All scholars are given access to rigorous, college-preparatory curricula, including students of all special populations to include SpEd, Emergent Bilinguals and Economically Disadvantaged.

Strength 2: All scholars are provided with the opportunity to take 3-4 high school courses as 8th graders.

Strength 3: End of year STAAR data projects the campus at a rating of 86 (B).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education student achievement is below the district goal. **Root Cause:** Teachers need more professional development and coaching, on special education best practices.

Problem Statement 2: Problem Statement: Emergent Bilingual student achievement is lower than the campus and district averages. **Root Cause:** Campus not effectively onboarding Emergent Bilinguals students, to give access to advanced curricula.

School Processes & Programs

School Processes & Programs Strengths

Strength 1: Scope and Sequence and Curriculum

IDEA provides teachers with in-house created curriculum that is rigorous and engaging. The curriculum continues to provide a framework for critical thinking and is in alignment with IDEA's core values.

Strength 2: ADA Process

IDEA Mesa Hills makes a focused effort to increase ADA through a daily ADA huddle. Systems are in place to identify absent students and call home as soon as possible.

Strength 3: Grade Team Huddles

Daily Grade team huddles provide a forum for teacher collaboration that is highly effective in helping teachers recognize and address student needs. Huddles provide a space for problem solving and professional collegiality.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of student development in the five Social Emotional Learning SEL competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills). **Root Cause:** Social Emotional Learning program in place does not include: scheduled time, accountability for implementation or buy-in structures for teachers and students.

Problem Statement 2: Teacher coaching supports need to be differentiated to support developing teachers. **Root Cause:** content-based professional development opportunities are virtual and scheduled during instructional day.

Perceptions

Perceptions Strengths

Strength 1: Safety

90% of parents feel that their child is safe at school.

100% of parents feel that the school is adequately prepared for emergencies.

IDEA Mesa Hills continues to be a safe environment for scholars, faculty, staff, and visitors alike. Leadership and facilities management actively monitor campus operations to ensure school grounds remain enclosed, emergency drills are consistently exercised, and clear lines of communication are fostered amongst parents, first responders, and civic leaders.

Strength 2: Employee Friendships

Over 80% of employees have at least one close friendship with another team member at IDEA.

IDEA culture promotes collegiality, horizontal interdisciplinary penetration, and the cross-pollination of pedagogical practices that allow friendships and professional bonds to flourish. Our school looks to inject team-building and professional development opportunities for teachers to strengthen relationships and culture.

Strength 3: School Communication

91% of parents posit that the school communicates thoroughly with them.

Fostering clear lines of communication is a priority for all staff and faculty. To keep parents informed, we actively utilize a multifaceted, redundant communication platforms strategy such as Remind, organizational email, Google Voice, weekly newsletters, and intermittent cell phone follow-ups to promote effective communication, leading to scholar success.

Strength 4: Path to College

100% of parents believe that school holds their children to high academic standards.

92% feel their child is being prepared for college.

IDEA courses are deliberately rigorous to effectively prepare scholars for higher education. The concept of “path to and through college” is clearly demonstrated in IDEA’s safeguarding of 11 AP classes to assist scholars in pre-matriculating-successfully shaping for post-secondary educational challenges.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Prioritizing school clubs that align with emergent organizational academic culture. **Root Cause:** Competing interests related to developing organizational growth.

Problem Statement 2: Perceptions of interpersonal emotional/physical safety concerns. **Root Cause:** Staff not fully onboarded, to facilitate relationship building across teams.

Priority Problem Statements

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 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

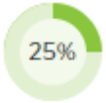
- Parent surveys and/or other feedback

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)

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Prep course built into the master schedule. **Strategy's Expected Result/Impact:** Provide students with targeted time to complete ACT prep curriculum. **Staff Responsible for Monitoring:** Cynthia Conley - College Counselor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

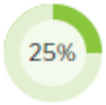
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars will take the TSIA by end of school year. We will conduct goal setting conversations for TSIA, schedule student testing and schedule regular tutoring for students behind PTG on TSIA. **Strategy's Expected Result/Impact:** Students will achieve the follow results, or higher: Reading - A score of 351 or higher in the multiple choice section. Mathematics - A score of 350 or higher in the multiple choice section. Writing - A score of 340 or higher in the multiple-choice section AND a score of 4 on the essay. OR, a score of 310-339 in the multiple-choice section, and a score of 4,5, or 6 on the ABE diagnostic section, and an essay score of 5. **Staff Responsible for Monitoring:** Cynthia Conley - College Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 38% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Critical Student Intervention in Reading for grades 6-8. **Strategy's Expected Result/Impact:** Improve language acquisition through research based reading intervention. **Staff Responsible for Monitoring:** Joann Perales **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Power BI Accelerated Learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Before/After School tutoring, Catalyst built into master schedule for targeted intervention of HB4545 Scholars. **Strategy's Expected Result/Impact:** Improve performance of HB4545 scholars to approaches, or higher on STAAR/EOC. **Staff Responsible for Monitoring:** Arnsworth, Candelaria **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

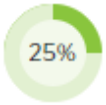
Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly professional development targeted at key best practices for improving teaching and learning for Special Education scholars. **Strategy's Expected Result/Impact:** Improve SpEd performance to 60% approaches or higher on STAAR/EOC. **Staff Responsible for Monitoring:** Arnsworth, Candelaria, Conley, Hernandez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Driven Instruction **Strategy's Expected Result/Impact:** Track Domain I-III performance in Locus and Analyze data to inform coaching and teaching/reteaching practices. **Staff Responsible for Monitoring:** Arnsworth, Candelaria. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

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

Evaluation Data Sources: TEA

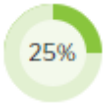
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Campus Crisis Team Tactical, safety drills, sweeps and audits. **Strategy's Expected Result/Impact:** Maintain a physically and emotionally safe campus.	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

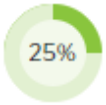
Evaluation Data Sources: Sign in sheets and survey data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and communicate all Title 1 engagement touchpoints through Remind, Facebook and Stream. **Strategy's Expected Result/Impact:** Increase stakeholder participation and improve family engagement. **Staff Responsible for Monitoring:** Jula, Arnsworth **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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))

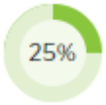
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselors will teach Anti-Bullying and Safer, Smarter Schools lessons by the second week of school. We will also increase frequency of Move This World, Social-Emotional Learning curriculum. **Strategy's Expected Result/Impact:** Create a physically and emotionally safe campus. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Mesa Hills College Prep will achieve a 97% annual attendance rate for the 23-24 school year

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize escalation matrix, ADA incentives, proactive communication with families. **Strategy's Expected Result/Impact:** Improve student achievement and persistence. **Staff Responsible for Monitoring:** Valdez, Arnsworth, Jula **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: CAMPUS IHT DASHBOARD

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan for daily PE daily in master schedule, incentivize physical fitness goal attainment. **Strategy's Expected Result/Impact:** Improve student health and wellness. **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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:

Evaluation Data Sources: Power BI. Teachboost. Cornerstone.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Recruit, support and retain high-quality teachers. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: 100% staffed for all teacher positions throughout the 2023-24 school year.

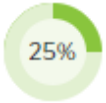
Evaluation Data Sources: Power BI.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Improve the quality of teaching and learning. Maintain a positive adult culture. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: 90% of campus contracted seats will be filled by Snapshot date in October.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly recruiting events. Inviting leavers to touchpoints and campus events. **Strategy's Expected Result/Impact:** Maximize staffing funding.				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Mesquite Hills College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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

Demographics

Demographics Summary

The school community: students, staff, & community. All student groups by race/ethnicity, gender, attendance, & mobility. Graduation/completion rates & dropouts. Discipline. Enrollment in CCMR, advanced course enrollment, special education & all other special programs. Teacher retention/recruitment/experience & teacher-student ratios. Paraprofessional qualifications. Other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Professional Development for teachers to maximize instructional best practices to all demographics **Root Cause:** Rigor is becoming more challenging for students

Student Learning

Student Learning Summary

Mesquite Hills CP home of the Diamondbacks -Founded on 2021-2022. Launching grades were 6th-8th grade with a population of 295.

Our community is a 100% commute campus and we are located on 11881 Dyer.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Attendance Daily Average is below 97%, which hinders the implementation and follow-up on student learning. **Root Cause:** Attendance systems and procedures are inconsistent. The need of more instructional implementation and follow up.

School Processes & Programs

School Processes & Programs Summary

Mesquite Hills College Prep has established systems that support curriculum and instruction, Special Programs, SEL/ Mental Health, and Family Engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication and Training on procedures, such as discipline, parental involvement, attendance, and staff roles. **Root Cause:** Training, implementation, and follow-up.

Perceptions

Perceptions Summary

Mesquite Hill College Prep has parent and staff surveys to provide feedback on our school culture.

Perceptions Strengths

Mesquite Hills College Prep provide multiple opportunities for community engagement to include:

1. Award Ceremonies and Recognitions

2. Town Hall -Coffee with the Principals

3. Cultural and Ethic Celebrations

4. Curriculum Nights

Mesquite Hills is committed to providing scholars with a learning environment conducive to a phyiscally and emotional safe school.

1. Implementing SEL lesson

2. Having monthly safety drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Enrollment is not communicated to all stake holders based on what the school offers, such as college for all, AP courses, and extracurricular activities. **Root Cause:** Proactiveness on communication through various sources of social media.

Priority Problem Statements

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Local diagnostic reading 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

Goal 1: IDEA achieves an A Rating

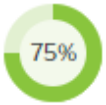
Performance Objective 1: CP: 25% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tier 1 instruction: Lesson planning, Observation and Feedback, and Coaching, **Strategy's Expected Result/Impact:** At least 25% of sped scholars will be at meets in the STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teachers. **Title I:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket instructional gap. 45-minute weekly check in's to review and analyze data. * Identify common misconceptions of students through daily, weekly exit tickets, assessments and find areas to reteach. * Reteach roll-out calendar to close the gap **Strategy's Expected Result/Impact:** A 55 Domain 2 result. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teachers. **Title I:** 2.4, 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 29% of our Emergent Learners are at Meets in the STAAR and 42% of emergent bilingual learners are meeting the English Proficiency Levels. **Strategy's Expected Result/Impact:** Met standard **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: Parent and Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Mesquite Hills will maintain 90% of students every nine weeks by having family engagement activities throughout the school year. Ex: Family Picnics, Homecoming, Trunk or Treat, Thanksgiving Pie event, Winter fest, Egg hunt and Kite event, and field lessons. **Strategy's Expected Result/Impact:** 90% persistence **Staff Responsible for Monitoring:** Principal, API, Counselor, Teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Quarterly positive calls **ESF Levers:** Lever 3: Positive School Culture	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Parent Attendance Signatures

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Open and Transparent Communication **Staff Responsible for Monitoring:** Principal, API, Counselor, Teachers **Title I:** 2.4, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Parent and Student Surveys
Guidance lesson Presentations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete all mandated anti bullying, safe schools, and emotional health guidance lessons. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	85%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 6th thru 8th Grade meet 97% attendance rate each 9 weeks.

High Priority

Evaluation Data Sources: ADA Matrix and Power School ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily parent calls **Strategy's Expected Result/Impact:** 97% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Registrar, Teachers Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	✗	✗	

0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: Will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Attendance matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish an Attendance Escalation Matrix that will have levels of communication. **Strategy's Expected Result/Impact:** Increase of absences. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Great Places to Work Survey
Evaluation System(Teach Boost)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quality professional development **Strategy's Expected Result/Impact:** 85% staff retention **Staff Responsible for Monitoring:** Principal and Assistant Principal	100%	✗	✗	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coaching cycle through observation, feedback, and follow-up. **Strategy's Expected Result/Impact:** 85% teacher retention. **Staff Responsible for Monitoring:** Principal and Assistant Principal of Instruction	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Culture of Joy: 1. Monthly Core Value Awards 2. Teacher Appreciation every 3 weeks. **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 4: Increase staff retention

Performance Objective 2: 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Social Media advertisement, Campus Tours, Information Booths **Strategy's Expected Result/Impact:** 100% Teacher Recruitment **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: We will be at 100% enrolled by first day of school by having ongoing recruitment events throughout the year and have 2 super recruitment days.

High Priority

Evaluation Data Sources: Internal evaluation metric (STREAM)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruitment events and Parent/Scholar Touchpoints: * Schedule Campus Tours * Family Engagement Events at the local park or soccer field. * Have parents observe classroom instruction and campus culture. * Highlight events through social media * Have a touchpoint tracker to identify attendance trends. * Schedule curriculum and info nights with current teachers. * Invite scholars and parents to sports events. **Strategy's Expected Result/Impact:** 100% enrollment by first day of school. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Teachers				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Monterrey Park College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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

Demographics

Demographics Summary

We are a title 1 school that offers quality educational programs and extra curricular activities for students in grades 6-12. IDEA MoPa CP is a part of one of the fastest growing charter school networks in the San Antonio region. Currently, IDEA MoPa CP has a large student enrollment in the IDEA Public School District with a membership of approximately 800 students. We are one of the only A rated schools in our area and our district. We serve a community of low income, multi-ethnic students and ensure they have the skills needed to go to and through college. For example, last year our senior class was awarded approximately $14 million dollars in scholarships and financial aid amongst the group of 60 students.

Demographics Strengths

88% teacher retention

ELL accommodations are met with 100% fidelity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of Electives **Root Cause:** Lack of high scale sports/ other activities

Problem Statement 2 (Prioritized): We want to increase our ADA **Root Cause:** Transportation issues / lack of school councilor

Student Learning

Student Learning Summary

IDEA MoPa CP provides a wide range of academic selections with over 17 AP courses offered. We strive to see successes for our students and provide them with intervention/CSI opportunities for struggling students and a multi-exposure method for the contents with the most gaps from previous years data (typically ELA and math). We ensure we hit 100% matriculation yearly. Our Special Populations Department is one of the most efficient and high performing in the region. We frequently receive praise and requests for our SPED teachers to mentor or assist other campuses.

Student Learning Strengths

Multi-exposure for low performing contents

AP for ALL

Resources provided to teachers whenever needed

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not taking initiative to keep up with work **Root Cause:** Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Problem Statement 2 (Prioritized): Students with gaps do not get all of the supports we could offer **Root Cause:** Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

School Processes & Programs

School Processes & Programs Summary

We offer multiple opportunities for scholars to receive multi-tiered supports in core contents through intervention as well as connecting curriculum from other subjects to those which have the most struggles. We offer our teachers PD once a week where we cover instructional tips/ideas they can implement to better succeed. We also provide additional opportunities outside the classroom to advance themselves if requested (teacher shadowing, visiting another campus, webinars, conferences, etc.). We communicate via TEAMS, Remind, Social Media and phone with our scholar's family members. Our students follow 4x4 scheduling for their classes once they reach 9th grade to allow them to stand out to colleges during application season. Our students will be TSI exempt before graduation by utilizing our college readiness plans.

School Processes & Programs Strengths

- Effective operating mechanisms

- Effective scaffolding of curriculum throughout their academic years

- Multiple opportunities for communication/advancement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students want more choice in pathway of degree plan. **Root Cause:** Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)

Problem Statement 2 (Prioritized): We are lacking in our communication procedures **Root Cause:** The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

Perceptions

Perceptions Summary

We are consistently high performing based off of the teacher/parent/student surveys that we have distributed the past few years. Our parents continue to send their students to IDEA MoPa CP, not only based off our high records of results, but also because of the community of team and family we have worked to build. We are very stern when it comes to discipline because we must fight against pre-engrained notions and ideals that some scholars have from previous campuses. Our staff retention is decent, but most of our leavers are due to lack of positive mindset or lack of skills to be able to keep up with our high paced and high expectation culture.

Perceptions Strengths

- Top school in SA for IDEA (record of results, mock exams, Semester exams)

- Majority of graduating seniors (as well as most grade levels) have attended through most of their educational experience

- We strive to be the best and it is well known that we push hard to get high rewards

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not hold family engagement events as often as needed **Root Cause:** Lack of school councilor

Problem Statement 2 (Prioritized): The rigor for students is very high **Root Cause:** We hold students to the code of conduct and give consequences accordingly.

Priority Problem Statements

Problem Statement 1: We want to increase our ADA
Root Cause 1: Transportation issues / lack of school councilor
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not taking initiative to keep up with work
Root Cause 2: Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students with gaps do not get all of the supports we could offer
Root Cause 3: Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students want more choice in pathway of degree plan.
Root Cause 4: Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We are lacking in our communication procedures
Root Cause 5: The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We do not hold family engagement events as often as needed
Root Cause 6: Lack of school councilor
Problem Statement 6 Areas: Perceptions

Problem Statement 7: The rigor for students is very high
Root Cause 7: We hold students to the code of conduct and give consequences accordingly.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of Electives
Root Cause 8: Lack of high scale sports/ other activities
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Revised/Approved: May 17, 2023

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT prep courses, pulse checks, practice exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide content support/ACT prep in core classes **Strategy's Expected Result/Impact:** Higher scores in those content areas **Staff Responsible for Monitoring:** College Councilor- Diana Salinas **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSI prep, master prep course work, practice exams, multiple opportunities to complete

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI Practice Exams **Strategy's Expected Result/Impact:** Increase in general TSI scores **Staff Responsible for Monitoring:** College Counselor- Jacob Ramirez **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize different resources and provide accommodations as needed **Strategy's Expected Result/Impact:** Overarching goal- 100% of ELL students show growth **Staff Responsible for Monitoring:** ELL Coordinator (API) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Locus Power BI Resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Before/Afterschool tutoring, students may receive pullout during HS/AR; Minutes will be tracked via PowerSchool **Strategy's Expected Result/Impact:** 100% completed HB4545minutes **Staff Responsible for Monitoring:** API who will be assigned as Point Person **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 40% of SPED Students attain meets in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock/Semester exams and unit exam data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Pull out/Push in/ targeted tutoring **Strategy's Expected Result/Impact:** Progressive increase in STAAR scores **Staff Responsible for Monitoring:** SPED Point Person/ Campus SPED Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in Domains 1-3 by using the Locus dashboard and respond to data appropriately. (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** STAAR scores will reflect student and teacher achievement **Staff Responsible for Monitoring:** STAAR teachers and APIs managing STAAR teachers **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Order updated STAAR materials for students to have at home (will be returned at EOY) **Strategy's Expected Result/Impact:** Increase in STAAR scores from past years **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Instructional Materials- STAAR prep workbooks/programs - Title I, Part A (4120) - PAR - $3,151.06	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students are not taking initiative to keep up with work **Root Cause**: Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
Perceptions
Problem Statement 2: The rigor for students is very high **Root Cause**: We hold students to the code of conduct and give consequences accordingly.

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))

Evaluation Data Sources: Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus crisis team will meet monthly to ensure methods are effective for security measure **Strategy's Expected Result/Impact:** Increased campus security **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Event attendance/Event Calendar

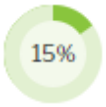
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote engagement and attendance **Strategy's Expected Result/Impact:** Increased persistence/ADA **Staff Responsible for Monitoring:** APO/School Councilor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

Evaluation Data Sources: Roster of trainings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Present to MS and HS separately during an assembly and/or during elective courses (if curriculum is ongoing) **Strategy's Expected Result/Impact:** Less bullying/ Safer schools **Staff Responsible for Monitoring:** School councilors/APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA MOPA will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA incentives **Strategy's Expected Result/Impact:** increased ADA **Staff Responsible for Monitoring:** APO/School Councilor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30minutes daily on average. (TEC 11.253(d)(10))

Evaluation Data Sources: PE data tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students have access to physical fitness opportunities (i.e. sports, PE, outdoor time, etc.) **Strategy's Expected Result/Impact:** Increased student focus, health and happiness **Staff Responsible for Monitoring:** Athletic Director **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increased teacher performance/tracking **Staff Responsible for Monitoring:** APIs/Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA MoPa is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher Roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Less turnover **Staff Responsible for Monitoring:** API/Principal/APO **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	2	Instructional Materials- STAAR prep workbooks/programs	PAR	$3,151.06
				Sub-Total	$3,151.06
				Budgeted Fund Source Amount	$3,151.06
				+/- Difference	$0.00
				Grand Total Budgeted	$3,151.06
				Grand Total Spent	$3,151.06
				+/- Difference	$0.00

IDEA Public Schools

Montopolis College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 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: August 3, 2023

Demographics

Demographics Summary

Open enrollment charter serving grades 6-12 families of SE Austin with a focus on college prep while providing exceptional support for students who are ELL and first-generation college students. Our campus offers the following special programs to support the needs and desires of our students, parents, and community: ELL, Special Education, Fine Arts, Athletics, AP, PSAT/ACT Prep.

Demographics Strengths

- IDEA Montopolis College Prep student leaver data is most attributed to scholars leaving out of the Austin Region or lack of transportation to our campus from surrounding rural areas.
- IDEA Montopolis College Prep offers a competitive salary for teachers with experience
- IDEA Montopolis College Prep is achieving its mission of college for all in serving a majority of economically disadvantaged students in South Austin by providing student-specific support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, only 76% of New to IDEA students persist. **Root Cause:** Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Problem Statement 2: Students and families do not believe the school is a positive and fair space for Black students. **Root Cause:** Black students make up approximately 2% of the student population. Black students were more likely to have a negative school experience. Also, Black students perceive that the school does not have fair rules for all students.

Student Learning

Student Learning Summary

1. How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designation for achievement?
    - Compared to other campuses, we are second in domain 1, second in Domain 2, and leading the region in Domain 3. We are top in the region in overall student achievement. If we are compared to the region, we are on track to earn distinction designation.
2. Are our students on track to graduate? What is our longitudinal graduation and dropout rate?
    - Students are on track to graduate. Our graduation is 100%; the dropout rate is 0%.
3. What is the performance status of our students for CCMR (College, Career, and Military Readiness)?
    - For 23-24, our CCMR percentage is 100%. We are on track for an A.
4. How does student performance on state assessments compare with student performance on local benchmark assessments and the student's report cards?
    - In comparison to student report card performance, the performance on local benchmarks is comparatively lower than the efforts and performance on the actual state assessments. Student investment in "mock assessments" is not where it should be. Teachers feel that students are not meeting their personal performance goals due to a lack of student investment in academic performance and a lack of parent support. Students also lack personal performance goals to refer to in daily assignments and assessments. The lack of 0's in the grade books has increased an issue in student investment in classwork submitted.

Student Learning Strengths

Strong extracurricular sports program (State Champs) due to strong coaches invested not only in our students' athletic abilities but their academic strengths and campus staff investment in our student-athletes.
Campus with invested teachers willing to support students in student-led organizations because these organizations help with student leadership components of a resume which is our ultimate goal at IDEA.
Student investment is improving on campus. Plenty of students invested in bettering their academic environment with increased academic efforts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of student investment in academic progress and motivation. **Root Cause:** There is a lack of training and teacher buy-in leading to a deficiency in creating a supportive and engaging learning environment that fosters intrinsic motivation and personal relevance.

Problem Statement 2: Lack of consequences for student behaviors (uniforms + behavioral concerns) **Root Cause:** The absence of a consistent and fair disciplinary system within the school. Without clear guidelines and consequences for inappropriate behaviors, students may not feel accountable for their actions, leading to a breakdown in discipline and a negative impact on the overall school environment.

Problem Statement 3: Lack of student joy factor on campus. **Root Cause:** Lack of engaging and inclusive extracurricular activities that cater to diverse student interests.

Additionally, a potential factor could be a disconnect between the curriculum and real-world application, resulting in a lack of enthusiasm and motivation among students. Lastly, inadequate opportunities for student voice and participation in decision-making processes add to the issue.

School Processes & Programs

School Processes & Programs Summary

Specific School Information –

6th-8th Middle School

9th-12th College Preparatory

44 Teachers 3 Co-Teachers

Teacher Retention: 91.49%

63 Staff Members

87.30 Staff Retention

School Program:

IDEA Montopolis is an AP for all campus. Students have the opportunity to take at least 11 AP courses and follows a 4x4 academic model. Students identified as Emergent Bilingual, Special Populations, Rise, and socioemotional, and Critical Student Intervention are provided targeted support to meet their individual needs.

IDEA Montopolis utilizes District curriculum which is comprised of a yearlong scope and sequence, common district assessments, high quality-instructional materials, and adaptive software in mathematics and literacy.

Our RISE classroom utilize a Rise Curriculum that are district supported such as Attainment, Do the Math and 18+ program.

All scholars have access to District Socio-emotional curriculum allowing them to develop skills and regulate emotions. This curriculum is provided every day during homeroom and builds a sense of belonging, and fosters relationships between staff and students.

Professional Development:

- Teachers attend Bi-weekly webinars to support with the implementation of curriculum, build teacher content and pedagogical knowledge and provide collaborative opportunities to share best practices.
- Staff is provided quarterly course collaboration and weekly faculty meeting to share best practices and collaborate on areas of need both academically and culturally.

- All staff participate in IDEA Staff Development Cycle beginning with Goal Setting, 2x2 and ending with Annual Performance Review. The Staff Development Cycle provides opportunities for the manager and direct report to engage in two-way communication on strategies and tactics to reach goals and improve professionally.

Campus Leadership Roles:

Principal, 3 Assistant Principals, 1 Director of College Counseling, 2 College Counselors, 1 School Counselor.

School Processes & Programs Strengths

- IDEA Montopolis prepares students to go to college

- IDEA has had 5 graduating classes with 100% of students accepted into a college/university of your choice
- IDEA curriculum is vertically aligned to prepare scholars for AP
- ACT prep is provided to all high school scholars
- SummitK12 is provided to all emerging bilingual scholars
- AP teachers collaborate with College Board
- All scholars 2 or more years behind in middle school are provided critical student intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus does not have a clear retention strategy to retain teachers and make Montopolis a great place to work. **Root Cause:** Teacher managers were not consistent and there was not a clear protocol for retention

Problem Statement 2: Teacher struggle to delivery highly effective lessons to reach academic mastery. **Root Cause:** Instructional leaders did not evaluate the effectiveness of a lesson plan and provide feedback on teachers' planning across district curriculum.

Perceptions

Perceptions Summary

1. What is the dropout rate or graduation rate? 100% Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)

   Dropout rate and graduation rate are both relatively low. Students who reach junior and senior year with IDEA typically know what is expected of them and have invested in the process of getting their high school diploma, applying to, and enrolling in a college program. To improve the rate of students who continue with us to this point, we can emphasize commitment at the end of eighth grade or beginning of ninth grade, by meeting with students and parents or hosting presentations to make IDEA expectations and requirements clear.

2. How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

   1 on 1 conversations, being in contact with stakeholders like parents, referred to counselors, goal setting and positive feedback

3. What is the staff turnover rate and how does it compare with previous years?

   Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports. The staff turnover rate could be better. The staff perception in academics is everyone must be nothing below 60%. The staff absences can improve by having incentives for staff. We have to work on getting the students involved in school activities which allows them to enjoy school.

4. How are parent/guardian/community participation rates measured?

   The tracker is how they are measured. Reflecting on the tracker helps teachers and admin see the communication with the parents and guardians

5. Are there any barriers that prevent participation by parents/guardians/community?

   Communication with stakeholders needs to be fluid and consistent. There happens to be a fault with communicating concerns with parents about positive news and behavior. An issue is that we only communicate via tech (email, text, app massagers, and phone call) but no direct communication (in-person, mail). There needs to be a platform that teachers can communicate with parents such as Teams. We have Reminds but students don’t know how to use it so they can’t teach their parents to use it. Teachers do use it but parents are not aware of the app. Another issue with communication is the language barrier.

Perceptions Strengths

1. Students are encouraged to persist through graduation. Students struggling to meet academic requirements are identified and supported through parent conferences, goal setting, and credit recovery.

2. Staff is committed to ensuring all students feel safe and have equal opportunity.

3. Staff retention is key to having success in school. Holding students accountable with their grades as well. Why is Staff retention important it makes the students want to come back knowing the same teachers are here.

4. Parents are invested in college for all and actively communicate with teachers and leaders about their students' needs

5. Whenever major issues arise, we communicate with parents. Also, most teachers can communicate in a fluid way in both languages: English and Spanish.

Additional Strengths:

Staff Commitment – creates a more supportive environment when staff are consistent, knowledgeable members of the school community

Parent Involvement – essential to hold scholars accountable and maintain motivation

Scholar Investment – necessary for learning to take place

High Expectations – prepare scholars for success throughout high school and in college relationships drive data

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and students know the mission of IDEA is "to and through college," but do not always realize the steps required on their part in order to get there. **Root Cause:** No clear onboarding process exists to build investment in students and their families.

Problem Statement 2: New staff often feel overwhelmed and have difficulty transitioning into IDEA, which impacts staff retention. **Root Cause:** Although all new staff go through NTI, additional supports are needed (i.e. assigned mentors with clear expectations for mentorship) to ensure their success and effectiveness in their respective roles.

Priority Problem Statements

Problem Statement 1: Currently, only 76% of New to IDEA students persist.

Root Cause 1: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Problem Statement 1 Areas: Demographics

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Diagnostic Assessments: Administer a diagnostic ACT test to assess students' strengths and weaknesses. **Strategy's Expected Result/Impact:** Identify areas where students need additional support **Staff Responsible for Monitoring:** College Counselors, principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Professional Development for staff to understand the format and content of the ACT, as well as the specific requirements and expectations of each section. **Strategy's Expected Result/Impact:** Clear roadmap to guide students effectively and deliver lessons **Staff Responsible for Monitoring:** RTTC teachers and college counselors, principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Incorporate ACT Preparation into Curriculum, integrate ACT-related content and practice questions into your regular lesson plans. **Strategy's Expected Result/Impact:** This will help students become familiar with the test format and content while reinforcing the material **Staff Responsible for Monitoring:** RTTC teachers, college counselors and APIs				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide intensive tutoring sessions and academic support for students who are struggling. During RTTC/ credit recovery, after-school programs, or through peer tutoring initiatives. **Strategy's Expected Result/Impact:** close student individual gaps and prepare for the TSI exam **Staff Responsible for Monitoring:** RTTC teachers, college counselors, API, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: plan and deliver foundational skills such as reading comprehension, writing, and mathematics during TSI sessions. **Strategy's Expected Result/Impact:** building foundational skills to prepare scholars for TSI **Staff Responsible for Monitoring:** college counselors, instructional leaders				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development opportunities for teachers to stay updated on the latest teaching methods, subject content, and strategies for improving college readiness. **Strategy's Expected Result/Impact:** well informed and trained staff **Staff Responsible for Monitoring:** college counselors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 34% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a language-rich classroom environment that encourages students to engage in conversations and express themselves in English. Use visuals, real-life examples, and hands-on activities to make learning meaningful and relevant. **Strategy's Expected Result/Impact:** increase student english proficiency **Staff Responsible for Monitoring:** RTTC teachers, Intervention teachers, APIs, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that each instructional moment is purposeful and aligned with the curriculum and student needs **Strategy's Expected Result/Impact:** close individual student gaps **Staff Responsible for Monitoring:** intervention teachers, instructional leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: assess scholars' understanding and progress. Use formative assessments to identify areas that require further reinforcement or intervention. **Strategy's Expected Result/Impact:** identify if the process is working and scholars are improving **Staff Responsible for Monitoring:** instructional leaders and intervention teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: provide professional development for all staff, Accommodations, IEP review, strategies to promote learning **Strategy's Expected Result/Impact:** SPED students will use strategies to meet grade level work **Staff Responsible for Monitoring:** All teachers and leaders	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: monitor and respond to SPED data bi-weekly **Strategy's Expected Result/Impact:** struggling scholars will be identified and supported **Staff Responsible for Monitoring:** SPED team and Principal	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** identify growth by scholar and needs **Staff Responsible for Monitoring:** STAAR staff and instructional leaders				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide regular safety training to all staff members, including teachers, support staff, and administrators. T **Strategy's Expected Result/Impact:** protocol internalization and safety awareness **Staff Responsible for Monitoring:** APO, campus lead team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** parents are informed and attend award assemblies, report card night along with building and strengthening partnerships.. **Staff Responsible for Monitoring:** APO, campus lead team **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - Title I, Part A (4120) - $1,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: organize workshops designed to showcase the positive impact of family involvement on student learning and development. **Strategy's Expected Result/Impact:** These workshops will provide practical tips and strategies for families to actively engage in their child's education. **Staff Responsible for Monitoring:** School Counselor, APO, and Principal **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Family Folders, Campus Report Card and deliverables - Title I, Part A (4120) - $600				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Currently, only 76% of New to IDEA students persist. **Root Cause**: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide comprehensive training to teachers and staff on the Anti-Bullying and Safer, Smarter School curriculum. **Strategy's Expected Result/Impact:** Ensure that they are equipped with the knowledge and skills needed to deliver the content effectively. **Staff Responsible for Monitoring:** School Counselor, Staff, Campus leaders				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Montopolis will achieve a 96% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Launch a school-wide attendance campaign to create awareness and emphasize the importance of consistent attendance for students' academic achievement. **Strategy's Expected Result/Impact:** collaboration from all stakeholders and create a positive school environment **Staff Responsible for Monitoring:** APO, campus lead team **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Discussion tables, chairs, folders - Title I, Part A (4120) - $1,578.61				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, only 76% of New to IDEA students persist. **Root Cause**: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking and Monitoring students' MVPA minutes. By using activity trackers, fitness apps, or og sheets. **Strategy's Expected Result/Impact:** Regularly review the data to identify trends and areas for improvement. **Staff Responsible for Monitoring:** PE coaches and manager				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Montopolis is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** content and pedagogy strong teachers who invest scholars and increase academic knowledge **Staff Responsible for Monitoring:** Principal and lead team				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$1,200.00
3	2	2	Family Folders, Campus Report Card and deliverables		$600.00
4	1	1	Discussion tables, chairs, folders		$1,578.61
				Sub-Total	$3,378.61
				Budgeted Fund Source Amount	$3,378.61
				+/- Difference	$0.00
				Grand Total Budgeted	$3,378.61
				Grand Total Spent	$3,378.61
				+/- Difference	$0.00

IDEA Public Schools

Najim College Prep

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science

Public Presentation Date: August 31, 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

Demographics

Demographics Summary

IDEA Najim College Prep is a open enrollment charter school offering qualitative yet rigorous academics. Additionally, we offer robust sports and athletics for both middle and high school students. We are apart of a charter network that stands on a mission of college for all serving all demographics of students in the San Antonio community. Currently, we serve 366 students 6th-11th grades. Our campus was founded in 2017. It will be full scale with our first graduating class in 2024.

The school's demographics include 93% Eco Dis| 65% African American | 23% Hispanic | 13% SPED.

Demographics Strengths

Some highlights of our campus that attribute to our strengths are:

1. 83% of our returning students persisted with us. This was 4.3% pts higher than the 21-22 SY.

2. Parental engagement was tracked at 85% or more monthly for all events,

3. We are inclusive of a diverse staff that meet the needs of all diverse learners in our school community; inclusive of bi-lingual.

4. We offer Advanced Placement for all HS students regardless of GPA.

5. We are top in the SA region with students being On Track to Graduate; maintaining 100% quarterly for the year.

6. We increased community partnerships by four; bringing restorative programming and resources to our families to improve SEL, food security, counseling and community service opportunities.

7. We garnered state championships in several sports resulting in increased athletic participation, college away programs and training for athletes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent. **Root Cause:** The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Problem Statement 2 (Prioritized): Behaviors exhibiting possession of THC/vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY. **Root Cause:** There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.

Student Learning

Student Learning Summary

IDEA Najim is currently an A-rated campus. This was based on accountability data for the 21-22 SY. Final results are in pending status for the 22-23SY. Below are some highlights that attributed to campus growth and areas of improvement for progression:

Highlights:

- Top 3% in region in Biology
- Increased 23% pts from Semester exam to Mock exams in middle school ELA
- implementation of intervention supports; met 100% HB4545 for high priority scholars
- Consistent normed instructional rounds; providing on the spot coaching and feedback
- Routine data conversations with tracking mechanisms for staff to grow data & close gaps with urgency
- Attained AR-Hotspot honor roll/PE honor roll
- CSI met 60% growth
- STAAR Alt 80% pass rate

Areas of Growth

- Structured mechanisms and fidelity to exit ticket sorts in all tested contents; inclusive of strong data sorts after 1st teach
- Consistency with observations after 1st teach observations
- Timely lesson plan feedback from APIs to target daily instructional practices {namely misconceptions)
- 8th grade ELA supports and intervention to close learning gaps
- targeted intervention strategies to strengthen meets and masters % growth

Student Learning Strengths

IDEA Najim CP maintained sustained mechanisms for scholar success.

- Daily lesson rehearsals with feedback for staff
- Individual student TEKS trackers for accountability measures.
- Criteria for success identifiers in all classroom spaces for consistent trends
- Uniformed campus annotations
- Aligned formative and summative assessment data
- scratch to screen implementation for daily practice aligned to STAAR
- Daily intervention and tutorials embedded in the educational program to provide additional support to students (not limited to Saturday boot camps)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark. **Root Cause:** Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Problem Statement 2 (Prioritized): 8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter. **Root Cause:** 1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

School Processes & Programs

School Processes & Programs Summary

Najim CP has a solid administrative team, which consists of: Principal, 2-assistant principals of instruction, director of college counseling, student success advisor. In addition, our campus offers robust programming with stellar processes for a well-rounded school culture and climate. See areas of success broken into 3 domains:

Training/development

- Weekly PD sessions with best practices and GET focus
- Biweekly PLCs led by CTLs
- Weekly check ins with direct manager to provide two way feedback
- Monthly principal touchpoints (lunch n learns, pulse checks, SBDM, etc)
- Data convos after all formative assessments
- Exit ticket huddles
- Grade level GTLs/meetings every Wednesday
- Weekly CTL meetings/instructional tactical to go over trends, highlights

Communication

- parent communication tracker (weekly log)
- Remind/Facebook
- Principal newsletter weekly
- counselor corner weekly
- STAR tribune student newsletter (monthly)
- Weekly lead tactical
- 90|60|30 meetings-academic progress
- district PD/Course collab

Curriculum

- MTW to enhance SEL on campus
- IXL/iReady-intervention support for HB4545 scholars
- ACT mastery prep for targeted test prep/TSIA
- Royal readers/Math masters
- 1:1 technology
- District content curriculum 6th-12th grade
- CTE-new offering 23-24SY Computer science

Extra-curricular

- clubs (Art, Glee, Student council, Drama, Chess, Yearbook, Creative writing/poetry)
- MS/HS sports (basketball, track, cross country, volleyball, soccer, flag football) Texas Charter League affiliation
- male/female sports

School Processes & Programs Strengths

Panorama results confirm the following strengths; which promote sustainability:

Safety

I know what to do in case of an emergency. I am familiar with our schools emergency protocols; Lockdown, Hold, Secure, Shelter and Evacuate. 4.9

My teachers have talked to me about safety 4.7

My teachers challenge me to do my best. 4.2

I have a best friend at school 4.4

How many of your teachers are respectful to you. 4.1

Teacher career pathway survey results:

I believe my teacher really cares about me. 4.5

My teachers makes sure that all students in this class are successful. 4/7

In my teachers class we learn a lot. 4.6

When my teacher notices that I don't understand something, they help me until I do understand it. 4.8

In this class, we stay busy and don't waste time. 4.6

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We currently trend 77% staff retention. **Root Cause:** 1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY

Problem Statement 2 (Prioritized): Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time) **Root Cause:** 1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

Perceptions

Perceptions Summary

IDEA Najim College Prep has maintained a strong presence in the Eastside community with continuous open enrollment throughout the year, Overall, families report satisfaction with our culture (structured environment), top tier support with special programs (sped/504); Parents shared appreciation for the "drop everything and respond" method when concerns arise and that leaders are very responsive. Additionally, students have access to the student success advisor and have shown progress in healthy friendship building, social emotional needs and dealing with feelings.

Perceptions Strengths

1. Parent concerns are addressed in a timely manner and handled with discretion.

2. Leaders and teachers collaborate on best practices and strategies to support special pop scholars.

3. Teachers and students are abreast of how to request SEL support from campus SSA.

4. Parents feel welcomed and excited with our engagement events and enjoy time on campus.

5. Parents are committed to our college going mission. Support CCMR activities, meetings and field lessons.

6. We have a diverse staff to accommodate our demographic needs (bi-lingual/Afr-Amer/other) of parents and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals. **Root Cause:** There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)

Problem Statement 2 (Prioritized): Families have expressed that we do not consistently send campus communication translated into their native language. **Root Cause:** There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

Priority Problem Statements

Problem Statement 1: Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.

Root Cause 1: The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Behaviors exhibiting possession of THC/vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.

Root Cause 2: There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We currently trend 77% staff retention.

Root Cause 3: 1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time)

Root Cause 4: 1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals.

Root Cause 5: There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.

Root Cause 6: Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.

Root Cause 7: 1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3.

Substitutes used for a prolonged period of time and often not prioritized.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Families have expressed that we do not consistently send campus communication translated into their native language.

Root Cause 8: There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

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
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: All IDEA students matriculate to college

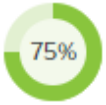
Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor ACT mastery prep lessons embedded in RTTC class. Provide opportunities for tutorials and ACT boot camp to enrich students' content knowledge for test prep. **Staff Responsible for Monitoring:** DCC-George Vegerano **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed a test prep period in the master schedule for all 10th-12th grade scholars. Provide research based curriculum to aid in intervention support in reading/math to aid in exemptions for CCMR. **Staff Responsible for Monitoring:** DCC-George Vegerano Math-McFarthing ELA-Hunter **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 6th-12th-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 15% to 20% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In accordance with the prioritized needs assessment, we will implement effective instructional strategies in core subjects at all grade levels to improve the academic achievement of diverse learners and close the identified achievement gaps. **Strategy's Expected Result/Impact:** In 6th-8th grade levels, the percentage of All Students/All Tests who reach Meets Grade Level will increase from 45% to 50% by May 2024. **Staff Responsible for Monitoring:** Instructional team, Principal|APIs|SPED|Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will ensure mastery of TEKS in reading/writing through effective lesson planning. **Strategy's Expected Result/Impact:** State and district assessment data; teacher feedback; lesson plans, walk-through documentation **Staff Responsible for Monitoring:** Principal|APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP: 6th-9th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 52% in Spring 2024. (HB3)

Evaluation Data Sources: STAAR/EOC data| district assessments|

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide accelerated instruction to all students who do not meet the standard on their last STAAR/EOC assessments in accordance with HB4545 standards. **Strategy's Expected Result/Impact:** Accelerated instruction will lead to increased student success. Evidence: State data; benchmark data; screening and progress monitoring data **Staff Responsible for Monitoring:** Principal/APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: ICP: 20% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Telpas mock|Telpas tutorials|Telpas assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teachers identify all EB scholars at BOY and throughout the year. Provide PD on EB supports in the classroom. Perform observations to ensure fidelity to strategies are implemented daily and track progress. **Staff Responsible for Monitoring:** Tara Hunter-campus EL coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	70%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: ICP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify HB4545 scholars and provide enrichment/tutorials to maximize their success. All minutes will be tracked and logged in power school for compliance. (beginning with summer school) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: ICP: 18% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure compliance with sped push in support minutes. Provide consistent intervention strategies and ensure regular attendance of tutorials for increased academic gains. **Staff Responsible for Monitoring:** Terrell Walker-sped lead teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Najim CP: will achieve 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))

High Priority

Evaluation Data Sources: Mock assessments; Internal assessments, exit ticket tracker, BOY|MOY|EOY

Goal 3: Increase student persistence

Performance Objective 1: Najim 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a culture of joy on campus by hosting monthly student engagement events. Roll out after school clubs and extra-curricular activities. Celebrate and recognize our students hard work. Own fidelity to campus safety drills to ensure a safe protocols. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Increase student persistence

Performance Objective 2: Najim 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))

Goal 3: Increase student persistence

Performance Objective 3: Najim 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SSA will promote the safer smarter schools curriculum; get parent consent to follow through with student lessons. Support SSA in the roll out and ensure they lead, facilitate and track compliance of all lessons for scholar growth and development. **Staff Responsible for Monitoring:** school counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Najim CP: 100% of students from 6th-10th will meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: Najim CP: 35% will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host ADA celebrations for students meeting benchmark. Routine check-ins with SIS/APO to ensure fidelity to ADA matrix to target chronic absences. Follow through and host ADA meetings with families when applicable. **Strategy's Expected Result/Impact:** APO/SIS/Principal **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

Goal 5: Increase staff retention

Performance Objective 1: Najim 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategic and timely onboarding of all new staff. Lead all mechanisms to check in with staff (pulse check, 2x2, APR) etc. Create time for survey feedback& results and a listening tour. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

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

IDEA Public Schools

Parmer Park College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 3, 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

Demographics

Demographics Summary

IDEA Parmer Park College Prep is a diverse 4 grade middle and high school serving North Austin and the surrounding areas. IDEA Parmer Park College Prep ended the 22-23 school year with 1 Advanced Placement and will have up to 11 in the next three years as the school grows to serve all grades 6-12. The school has averaged roughly 70% teacher retention with a 20-1 student to teacher ratio. The school educates over over 50% Emergent Bilingual students, and over 80% of the students come from economically disadvantaged households.

Demographics Strengths

1)Attendance systems are strong across grade level.

2) The school met Beginning of Year Enrollment this year signaling community acceptance of the school and for the programs presented by IDEA Parmer Park College Prep.

3)The staff demographics represent those of the student community

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student Code of Conduct needs to be clearly enforced for all students. **Root Cause:** 1)School leaders need a clear behavior consequence system for all students 2)Grade level leadership lacked consistent vision

Student Learning

Student Learning Summary

IDEA Parmer Park College Prep has consistently outperformed similarly situated middle schools in North Austin. It has however, underperformed in comparison to other IDEA schools. IDEA Parmer Park College earned a C state rating. This was mostly attributable to a student achievement score in the 40's. IDEA Parmer Park College Prep serves over 50% Emergent Bilingual students. The 22-23 school year was the first year that IDEA Parmer Park College Prep met the TELPAS growth goal for the state of Texas and within IDEA Public Schools.

Student Learning Strengths

1) Students who didn't pass Algebra last year had an "intervention" class to support them in passing it this year.

2) Behavior consequences in 7th grade were effective in stopping others from the same behavior.

3) Trackers were effective at tracking student discipline, student movement in the building and putting goals front and center for students throughout the day

4) ELA performance is at or above the district average across the grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not reading on grade level in upper grades, **Root Cause:** 1) High teacher turnover has meant a lack of qualified teachers to close gaps. 2)Limited interventionist and SPED teachers means a large percentage of students in classes are not getting specialized support.

School Processes & Programs

School Processes & Programs Summary

IDEA Parmer Park College Prep consistently holds professional development weekly with structures in place such as Content Team Leaders and assistant principals who are experts in a particular content. Technology is integrated in multiple ways on campus from I Learning Hotspot and middle school intervention classes. The Road to and Through College and Career and Technical Education classes consistently reinforce technology use to prepare students for high school and college. IDEA Parmer Park College Prep utilizes the IDEA curriculum.

School Processes & Programs Strengths

1. Consistent Professional development. - Teachers can always count on weekly PD's.

2. Consistent Leadership - IDEA Parmer Park College Prep has kept the same principal for the entire school year and beyond.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes and programs will be effective if the school is able to support ELL students and keep great **Root Cause:** 1)Teacher shortages led to more teacher turnover 2) Leaders filled teacher gaps which led to a lack of coaching and development for the teachers left in their roles.

Perceptions

Perceptions Summary

At IDEA Parmer Park College Prep, our staff has a high emotional intelligence greatly values culture and climate. We attempt to talk to students and fix situations to ask in a way that students appreciate. The school utilizes peer mediation circles, some student and teacher circles. IDEA Parmer Park College Prep attempts to deescalate conflict by preemptively planning for it.

The IDEA Parmer Park College Prep staff is engaged, but is keenly aware of the demands of the work. IDEA Parmer Park College Prep uses a variety of family engagement methods and metrics to ensure that the families are valued stakeholders. Student-staff and family-staff surveys are used to provide honest feedback on the practices. Finally, the school leadership tracks family attendance at events

Perceptions Strengths

1. Staff attendance - staff attendance has greatly outperformed other IDEA schools this year.

2. Student/Teacher relationships - student surveys have demonstrated a strong, positive connection between students and teachers.

3. Staff exit surveys demonstrate that a large percentage are not leaving due to staff dissatisfaction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The priorities for the year were not fully lived out this year. **Root Cause:** 1)Too many priorities led to mission creep throughout the year. 2)Priorities were not revisited and women throughout the year in a way that kept them relevant

Priority Problem Statements

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Goals

Goal 1: IDEA Parmer Park College Prep achieves an A Rating

Performance Objective 1: 75% of Parmer Park College Prep students will meet their campus growth goal for reading and math on the final spring mock.

High Priority

Evaluation Data Sources: Internal assessments, mock scores, and exit ticket tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Goal rollout will begin in August **Strategy's Expected Result/Impact:** Teachers, students, and families will have increased investment and knowledge of the goals. **Staff Responsible for Monitoring:** Lead Team	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Parmer Park College Prep achieves an A Rating

Performance Objective 2: IDEA Parmer Park College Prep will meet the TELPAS progress goal again.

High Priority

Evaluation Data Sources: Mock TELPAS data, HB 4545 progress data

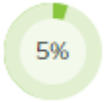
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Clear and robust mock TELPAS that emphasizes the systems that will make us successful again this year. **Strategy's Expected Result/Impact:** Staff will understand the process and students will take TELPAS seriously. **Staff Responsible for Monitoring:** Testing Coordinator	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA Parmer Park College Prep achieves an A Rating

Performance Objective 3: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545) in IDEA Parmer Park College Prep

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Begin 4545 Tutoring by Labor Day with assigned teachers and student to be complete with minute by February. **Strategy's Expected Result/Impact:** Students will make growth more quickly and the logistical burden lessened. **Staff Responsible for Monitoring:** Core teachers and API				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Parmer Park College Prep achieves an A Rating

Performance Objective 4: IDEA Parmer Park College Prep achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Data tracking will inform high leverage actions . **Staff Responsible for Monitoring:** Lead Team	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: IDEA Parmer Park College Prep receives a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Door audits, internal assessments and campus rounds.

Goal 2: Increase student persistence

Performance Objective 2: IDEA Parmer Park College Prep will hold the following events to remain in compliance with and increase safety on campus: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up.

High Priority

Evaluation Data Sources: Family surveys, attendance from events, and communication for the events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IDEA Parmer Park College Prep will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

High Priority

Evaluation Data Sources: Completion of the lessons and tracked by teachers and leaders through Culture Camp.

Goal 2: Increase student persistence

Performance Objective 4: 100% of schools will be in compliance with the Title I Family Engagement Requirements

Evaluation Data Sources: Surveys from parent events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Funds will be used to translate materials for events and to provide community resources that will drive persistence. **Strategy's Expected Result/Impact:** The funds will allow us to get our materials in both languages and to reach as many families as possible. **Staff Responsible for Monitoring:** School Counselor and admin assistant **Title I:** 4.2 **Funding Sources:** Tranlsated materials and literature for families - Title I, Part A (4120) - $2,033.10				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 6th-12th grade meet their MVPA minutes goal and maintain the Health and Fitness Honor Roll Status.

High Priority

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Parmer Park College Prep will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance logs, Powerschool, and grade level attendance trackers.

Goal 4: Increase staff retention

Performance Objective 1: 100% of IDEA Parmer Park 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.

High Priority

Evaluation Data Sources: SDC tracking documents and Cornerstone completion reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers feel informed about progress, improve in their practice, and want to return. **Staff Responsible for Monitoring:** Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA Parmer Park College Prep will remain 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Meet the 90% persistence goal for current and new students .

High Priority

Evaluation Data Sources: Survey data for student and family satisfaction and formative persistence data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly House Cup to increase engagement, investment and fun on campus. **Strategy's Expected Result/Impact:** Students will enjoy their experience and families will see our traditions as impactful. **Staff Responsible for Monitoring:** School Counselor and Social Worker				

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Tranlsated materials and literature for families		$2,033.10
				Sub-Total	$2,033.10
				Budgeted Fund Source Amount	$2,033.10
				+/- Difference	$0.00
				Grand Total Budgeted	$2,033.10
				Grand Total Spent	$2,033.10
				+/- Difference	$0.00

IDEA Public Schools

Pflugerville College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 6, 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**

As a campus, we also focus on being:

Challenge Seekers

Creative & Critical

Community Centered

Secure & Proud

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Pflugerville College Prep currently serves grades 6-11 and will serve grades 6-12 starting in 2024. Our founding class of students who started with us as a sixth graders will graduate in May of 2025. IDEA Public Schools follows an "AP For All" program, and our students take their first AP Course in 9th grade. This will be our second year offering CTE Programming; we will offer two pathways: Multimedia and Nursing Science. We also offer Art and have an Athletics program. At the end of 2023, our school had 527 students enrolled, with 65% being emerging bilingual and 79% economically disadvantaged. If we combine middle school and high school, 17% of the population receives special education services, 4% receive 504 services, 77% identify as Hispanic, 9% Black/African American, 8% White, 5% Asian and 1% identifying as 2 or more races or American Indian.

Demographics Strengths

Our committee identified several strengths: 1) our student population is becoming more ethnically diverse as evidenced from high school to middle school and 2) our campus data demonstrates that we have a strong tie to the Latino community in this area and 3) our Average Daily Attendance was higher than the district average. 4) our persistence is higher than it was this year at the same time.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student persistence is below 90%, which is our district goal. **Root Cause:** Position vacancy in receptionist role and lack of operating mechanisms around school to home communication that is consistent throughout the whole campus.

Problem Statement 2 (Prioritized): Our Average Daily Attendance fell short of our district goal of 97%; we ended the year at 93.32%. **Root Cause:** Lack of consistent tracking from the beginning of the year and lack of implementation of meetings early in the year around attendance policies and impact on academic development.

Student Learning

Student Learning Summary

Our school was rated a B (88) for our Academic Achievement during the 2021-2022 school year. We earned an 80 in Academic Achievement, a 90 on School Progress, and an 83 in Closing the Gaps.

The last year we received a rating was pre-pandemic in our founding year, 2018, when we earned an 87 (B). During this past school year, we also earned our Distinctions for Academic Achievement in Reading, Math, and Social Studies. We also earned our Postsecondary Readiness Distinctions. Our distinctions indicate that we are performing well above schools with a similar student body.

11% of our rising 11th graders are TSI Exempt in ELA. 3% of our rising 10th graders are TSI Exempt in math and 17% of our rising 11th graders are TSI Exempt in Math.

Student Learning Strengths

Our students' Reading performance improved drastically in grades 8-10 from Semester Exams to Spring Exams to our STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Math and Science is significantly lower than in our English classes. **Root Cause:** Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 2 (Prioritized): Our level of students performing above grade level is under the district goal of 30%. **Root Cause:** Much of our teacher development is focused on moving students to passing or to grade level.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through collaboration with our Regional Team and a robust coaching and collaboration cycle. We observe classrooms daily and go on Lead Team rounds for instruction and culture several times a week. Our professional development prioritizes teacher growth in instructional skills and data analysis. All teachers have weekly check-in's, unless they are on the path to master teacher, which focus on specific and targeted skills for their practice. In 2023, we will implement content team meetings and focus more on in-the-moment-coaching of teachers. Our schedule next year allows for vertical alignment across individual grade levels.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year

- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As we continue to grow, safely and efficiently dismissing scholars becomes more challenging. **Root Cause:** Lack of accountability for families and difficulties planning for walkers, after school care, and siblings' dismissal.

Problem Statement 2 (Prioritized): Our grade levels lack cohesive academic routines and consistent scholar joy--including how class starts, how students track their own progress, and grades. **Root Cause:** Lack of calendaring/vision setting for joy and lack of vision setting/training/observation for academic routines.

Perceptions

Perceptions Summary

IDEA provides bi-annual surveys for families and students to share their experiences, opinions, and feelings about our school the Panorama Platform. Teachers provide feedback on the Great Places to Work Survey, and we offer a place for teachers to offer suggestions throughout the school year to improve our campus. We have monthly events for families and advertise through social media and our Weekly Newsletter. We are gradually cultivating partnerships with our community through inviting them to our events, such as Trunk or Treat. We have a strong partnership with Backpack Friends, which ensures that our students do not experience food insecurity over weekends. Our most popular events are Beginning of Year Orientation, Step Up's/Graduations, and Trunk or Treat.

Perceptions Strengths

Our staff members have a strong relationship amongst one another, and strong staff-to-student relationships to promote a sense of belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff feels that the school did not follow the discipline system outlined at the beginning of the year. **Root Cause:** Insufficient communication between administrators and instructional staff; teachers did not implement our tracking system for misbehavior consistently and diligently; administrators needed to communicate more consistently and clearly about consequences, family meeting, family support, etc.

Problem Statement 2 (Prioritized): Families desire greater opportunities for feedback and engagement. **Root Cause:** Family engagement is limited to bi-monthly events, PTO meetings, conferences, and 1:1 communication.

Priority Problem Statements

Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year at 93.32%.

Root Cause 1: Lack of consistent tracking from the beginning of the year and lack of implementation of meetings early in the year around attendance policies and impact on academic development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our student persistence is below 90%, which is our district goal.

Root Cause 2: Position vacancy in receptionist role and lack of operating mechanisms around school to home communication that is consistent throughout the whole campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement in Math and Science is significantly lower than in our English classes.

Root Cause 3: Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our level of students performing above grade level is under the district goal of 30%.

Root Cause 4: Much of our teacher development is focused on moving students to passing or to grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As we continue to grow, safely and efficiently dismissing scholars becomes more challenging.

Root Cause 5: Lack of accountability for families and difficulties planning for walkers, after school care, and siblings' dismissal.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our grade levels lack cohesive academic routines and consistent scholar joy--including how class starts, how students track their own progress, and grades.

Root Cause 6: Lack of calendaring/vision setting for joy and lack of vision setting/training/observation for academic routines.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Staff feels that the school did not follow the discipline system outlined at the beginning of the year.

Root Cause 7: Insufficient communication between administrators and instructional staff; teachers did not implement our tracking system for misbehavior consistently and diligently; administrators needed to communicate more consistently and clearly about consequences, family meeting, family support, etc.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families desire greater opportunities for feedback and engagement.

Root Cause 8: Family engagement is limited to bi-monthly events, PTO meetings, conferences, and 1:1 communication.

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 CCMR 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
- Accountability Distinction Designations

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 6-10th Grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49.8% to 55% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold weekly content team meetings that focus on data-based best practices and roll content-aligned next steps to teachers. **Strategy's Expected Result/Impact:** Increased data **Staff Responsible for Monitoring:** Principal, API's	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement 3x weekly first period coaching cycle.	30%			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: End of Year TELPAS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement strategies in partnership with EB coordinator and Regional Team support				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: PowerSchool Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build robust intervention opportunities including after school tutoring.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR data, IA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement effective data tracking methods with SPED department and strong communication with families around IA Performance as well as IEP growth. **Staff Responsible for Monitoring:** SPED Case managers, SPED Content Lead, API's				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 5: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement DDI practices on the timeline prescribed by the Austion Region.	15%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train Families at STAAR nights to use: 1) math manipulatives and resources at home to study for math and 2) reading prompts to discuss student's independent reading at home. **Strategy's Expected Result/Impact:** Students grow in math with support at home. **Staff Responsible for Monitoring:** Assistant Principals, Principal, School Counselor **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Flashcards, Manipulatives for shapes/volume/graphing/multiplication - Title I, Part A (4120) - $1,200, Reusable discussion guides for parents to use to discuss students' reading at home - Title I, Part A (4120) - $857.83	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Student achievement in Math and Science is significantly lower than in our English classes. **Root Cause**: Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 2: Our level of students performing above grade level is under the district goal of 30%. **Root Cause**: Much of our teacher development is focused on moving students to passing or to grade level.

Goal 2: Increase student persistence

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

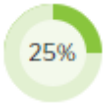
Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Stay in compliance with monthly drills as prescribed by the District. **Staff Responsible for Monitoring:** APO, IDEA Safety Team, Campus Crisis Team	Oct	Jan	Mar	June
	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Hold Monthly Campus Crisis Team Meetings **Staff Responsible for Monitoring:** APO, Principals, District Safety Team, RDO	Oct	Jan	Mar	June
	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 2: Our campus 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Higher attendance **Staff Responsible for Monitoring:** Principal, Social Worker, School Counselor, College Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all lessons as prescribed are covered during Culture Camp. Include further lessons or re-teach lessons in January and throughout the year when necessary and in alignment with other safety events.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Pflugerville will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
Strategy 1: Follow District Prescribed ADA Matrix	Formative			Summative
	Oct	Jan	Mar	June
	15%			

Strategy 2 Details	Reviews			
Strategy 2: Implement ADA Huddles as needed.	Formative			Summative
	Oct	Jan	Mar	June
	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students in 6th and 7th grade meet their MVPA minutes goal of 60,000.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure our PE Team is trained on the software necessary to track minutes	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 4: Increase staff retention

Performance Objective 2: IDEA Pflugerville is 85% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 1: Create an active Social Media presence with 3x posts weekly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Social Worker (lead Social Media Point Person) posts 1 event or calendar related reminder, 1 school community/fun post, and 1 college readiness related post each week. **Strategy's Expected Result/Impact:** Families feel connected to our campus and are aware of the benefits of enrolling at or staying enrolled with our campus. **Staff Responsible for Monitoring:** Social Worker, APO, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3	Reusable discussion guides for parents to use to discuss students' reading at home		$857.83
1	5	3	Flashcards, Manipulatives for shapes/volume/graphing/multiplication		$1,200.00
				Sub-Total	$2,057.83
				Budgeted Fund Source Amount	$2,057.83
				+/- Difference	$0.00
				Grand Total Budgeted	$2,057.83
				Grand Total Spent	$2,057.83
				+/- Difference	$0.00

IDEA Public Schools

Rio Vista College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 17, 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

Demographics

Demographics Summary

IDEA Rio Vista College Prep is an open-enrollment public charter serving grades 6th - 10th. We proudly serve a diverse array of scholars representing the surrounding community. The campus's major student population is Hispanic, equating to 92% of the general population. In addition, 87% of the general population is considered economically disadvantaged. The campus's special programs include CTE Computer Science, Emerging Bilingual, Special Education, and Athletics.

Demographics Strengths

1. Campus staff is comprised of similar percentages to student populations. Staff 85% Hispanic. Student 93% Hispanic.

2. 99% of staff considers themselves belonging to a minority.

3. 100% of teachers hold a bachelor's degree or higher.

4. 89% of teachers have 3 years or less experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA Rio Vista scholars are not persisting from 8th grade to and through High School. **Root Cause:** Scholars at IDEA Rio Vista are leaving the campus seeking optional non-AP courses in a traditional HS experience as evidence by demographic survey 5/23/23.

Problem Statement 2: IDEA Rio Vista CP students are leaving the campus for other choices in the area. **Root Cause:** Scholars at IDEA Rio Vista are leaving the campus due to the restrictive CTE pathway choices available as evidence by demographic survey 5/23/23.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (94), having earned domain ratings of 86, 92, and 99, for student achievement, school progress, and closing the gaps respectively during the 21-22 school year. This academic year, students are utilizing the following for student learning:

Lecture and notes (sometimes unable to keep up with)
Lack of Remediation time frame/ reteach
New teacher skill set
Lack of collaborative time sped inclusion
Creation of intervention time during electives
Priority placed on teacher retention and headspace rather than maximization on instructional time

Student Learning Strengths

Strengths:

Targeted tutoring
Reframe of perception of Sat. School (Saturday Workshop)
Intentional focus on editing and revision
Student awareness of data
Mastery machine and impact of visual accountability
Incentive based growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education population not meeting target academic goals **Root Cause:** 1) Limited bandwidth regarding inclusion and gen ed teachers 2) Internalization time 3) High frequency behavior infractions impeding on instructional time 4) Quantity of students requiring specialized support within homerooms

Problem Statement 2: High absentee rate from both teachers and students, has led to an impact on academic growth **Root Cause:** 1) Non-existent attendance plan for truant scholars 2) Inability to hold to blackout dates due to increased request of personal/mental health time or medical appointment needs 3) Inadequate follow-up plan for missed instruction/make-up work time frame

School Processes & Programs

School Processes & Programs Summary

IDEA Public Schools is a network of tuition-free, public charter schools operating in the United States. Our mission is to prepare students for success in college and beyond. We focus on providing a rigorous and high-quality curriculum that includes core subjects of English, math, Science, and Social Studies and we also offer Advanced Placement courses to all high school scholars. Our population of families requires additional supports to overcome academic barriers, which is why we provide a range of support services. These services include special educational programs, English language learner (EB) support, as well as counseling services for our students.

IDEA as a whole offers on-going professional learning and development opportunities throughout the year to support continuous learning and improvement. Whereas these opportunities are offered, we here at RIO Vista CP can do a better job of supporting district initiatives/availabilities by aligning our building-wide learning with district offerings.

IDEA also utilizes data-driven instruction to help students reach their academic goals. Teachers and leadership staff analyze and discuss student performance data in an effort to inform their instructional practices. Here at Rio Vista we meet weekly as a leadership team to discuss student performance, ADA, and opportunities for improvement around scholar retention and academic outcomes.

School Processes & Programs Strengths

- Strength in the presence and effectiveness of Extracurricular activities on campus: (flag football, soccer, baseball, student council, Art club, National Honor Society, Anime Club).
- Intervention and Homerooms was based on data, but there was appropriate teacher input when needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Losing instructional time in the classroom is an issue affecting student achievement. Factors that can impede instruction are student & staff disruptions, poor time management, inadequate planning & ineffective instructional strategies. These factors collectively result in valuable instructional time being lost & underutilized, preventing scholar from receiving their full academic experience. **Root Cause:** Lack of proper planning for classroom coverage during teacher absences, last-minute changes to the instructional day due to unforeseen circumstances, and student activities to support persistence that take place during instructional blocks of time.

Problem Statement 2 (Prioritized): Students in our subgroup populations (English language learners and expectational education) are not performing at the same level as their peers on state assessments at proficient or advanced levels of performance. **Root Cause:** Content teachers & ex. ed. teachers missing opportunities to collaboratively plan for differentiated instruction for students. Lack of training around best instructional and high yield strategies that results for underperforming students and the inconsistent use of strategies to help students acquire language skills.

Problem Statement 3: The lack of professional development and learning opportunities negatively impacts teachers' abilities to unlock student learning barriers. Without timely and relevant professional development, teachers become stagnant in their teaching practices and cycle in outdated instructional techniques. **Root Cause:** When teachers/staff join IDEA, they typically undergo comprehensive initial training to familiarize themselves with the school's mission, vision, values, & instructional approach. This training includes workshops & seminars. At the building level, there has not been a focus on continued learning or self-development, therefore the culture of continued learning is not evident or expressed.

Perceptions

Perceptions Summary

IDEA Rio Vista College Preparatory embraces a culture in which personal and academic achievement is available for all students. Our campus community takes pride in being one that is inclusive and recognizes that our mission to matriculate 100% of seniors to and through college and to realize their strengths to fuel their passion for life-long learning is accomplished through collaboration among staff, parents, students, and community members.

Our campus offers various opportunities throughout the year for our parents and other community members to engage with our staff. Additionally, we have a strong staff retention rate at 94% which is the foundation for fostering relationships with families. These relationships can be improved and could result in stronger student persistence numbers; as a College Prep campus our year to date student Persistence is currently at 92.63%.

Perceptions Strengths

- Many inclusive/Persistence events: (Night @ the Rio, Pep-Rallies, Powderpuff Game, Formal Dance, Homecoming Parade, Athletic Events, Field Day, Open Houses, Coffee with the Principal).
- Support for new students (assigning student ambassadors to guide new students).
- Implementation of various extracurricular clubs: (American Sign Language, Pokémon Club, Anime Club, Chess Club, Art Club, Dance Club)
- Growing business partnerships (Opening Sponsorships and job opportunities: Speaking Rock and Bravo Cadillac).
- Strong staff retention rates throughout the school year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent and reactive disciplinary practices, coupled with a lack of effective behavior management systems, contribute to disruptive behaviors, reduced learning outcomes, and an unfavorable school environment led to student withdrawal and staff frustrations. **Root Cause:** The campus experienced a turnover in administration, resulting in significant culture changes that were initially issued but later retracted. Furthermore, there has been a lack of clear implementation of behavior management strategies across the campus, leading to inconsistencies in handling disciplinary issues inside and outside the classroom.

Problem Statement 2: Persistence data is in jeopardy of not being attained which is the campus goal of 90% by the end of the year. This is evident from the current year-to-date (YTD) statistics, which indicate 33 withdrawals throughout the 2022-2023 school year. 17 being new students and 15 attributed to academic challenges or dissatisfaction with the campus culture. **Root Cause:**
17 of the leavers being new students and 15 attributed to academic challenges or dissatisfaction with the campus culture. Due to the Absence of a well-defined long-term campus vision, coupled with inconsistent communication of campus achievements, goals, academic curriculum, and student expectations. Leading to student and parent dissatisfaction with our campus and staff throughout a school year.

Priority Problem Statements

Problem Statement 1: Losing instructional time in the classroom is an issue affecting student achievement. Factors that can impede instruction are student & staff disruptions, poor time management, inadequate planning & ineffective instructional strategies. These factors collectively result in valuable instructional time being lost & underutilized, preventing scholar from receiving their full academic experience.

Root Cause 1: Lack of proper planning for classroom coverage during teacher absences, last-minute changes to the instructional day due to unforeseen circumstances, and student activities to support persistence that take place during instructional blocks of time.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in our subgroup populations (English language learners and expectational education) are not performing at the same level as their peers on state assessments at proficient or advanced levels of performance.

Root Cause 2: Content teachers & ex. ed. teachers missing opportunities to collaboratively plan for differentiated instruction for students. Lack of training around best instructional and high yield strategies that results for underperforming students and the inconsistent use of strategies to help students acquire language skills.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

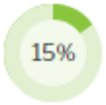
Support Systems and Other Data

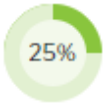
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

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			
	Formative			Summative
Strategy 1: 100% of 11th Graders will participate in ACT Boot Camp **Strategy's Expected Result/Impact:** 100% of 11th Graders **Staff Responsible for Monitoring:** Portillo	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: 100% of 10th graders will take the PreACT **Strategy's Expected Result/Impact:** PreACT will give 10th Graders a baseline of where they were at in regards to material on the ACT. **Staff Responsible for Monitoring:** Mr. Portillo	Oct	Jan	Mar	June
				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of 9th, 10th, and 11th graders will take the Accuplacer Pre Assessment. **Strategy's Expected Result/Impact:** This will give students a baseline on where they stand in regard to TSI. **Staff Responsible for Monitoring:** Mr. Portillo	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students who need tutoring for TSI will attend **Strategy's Expected Result/Impact:** This will help students who need help become TSI Exempt **Staff Responsible for Monitoring:** Mr. Portillo	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will complete an Individualized Learning Plan on Summit K-12 targeting English language proficiency growth. **Strategy's Expected Result/Impact:** Students will grow in English language proficiency by one level by EOY. **Staff Responsible for Monitoring:** EB PP, Principal, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted EB interventions to support English language acquisition during school and after hours. **Strategy's Expected Result/Impact:** Students will grow by one English proficiency level as measured by the TELPAS. **Staff Responsible for Monitoring:** EB PP, Principal, Teachers	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide "Beginner" level students with access to Rosetta Stone to foster English language acquisition. **Strategy's Expected Result/Impact:** "Beginner" level EB students as identified by OLPT will improve language proficiency level by at leas one level by EOY. **Staff Responsible for Monitoring:** EB PP, Principal, Teachers	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: PowerBi metrics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Middle school HB 4545 Students will be given tutoring during the day and Intersession in the corresponding content(s) identified. **Strategy's Expected Result/Impact:** Students will pass the corresponding current year's state assessment. **Staff Responsible for Monitoring:** HB4545 PP, Principal, Teachers	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: High school HB 4545 students will be tutored in corresponding content(s) identified after school and Intersession. **Strategy's Expected Result/Impact:** Students will pass the corresponding current year's state assessment. **Staff Responsible for Monitoring:** HB4545 PP, Principal, Teachers	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

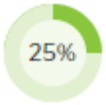
Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Promote collaborative practices across educational settings between regular staff, special educators and related service providers **Strategy's Expected Result/Impact:** Student access to grade level content which will in turn result in high achievement. **Staff Responsible for Monitoring:** Special Education Inclusion teachers, Assistant Principal of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Intentional support and intervention to provide targeted, prescribed instruction in the areas of English Language Arts, Reading, and Math. **Strategy's Expected Result/Impact:** Increase in student overall student performance in reading, writing, and math achievement. **Staff Responsible for Monitoring:** Principal and Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing **Staff Responsible for Monitoring:** Content leads, managers, APIs, & Principal **TEA Priorities:** Improve low-performing schools	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly data conversations with content teachers and teams to monitor student progress and create plans of immediate actions. **Strategy's Expected Result/Impact:** Refocused opportunities for learning which will increase students' proficiency over time. **Staff Responsible for Monitoring:** Content managers, APIs, and Principal **TEA Priorities:** Improve low-performing schools				

No Progress

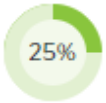
Accomplished

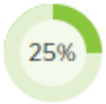
Continue/Modify

Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CCT monthly meetings take place on time. **Strategy's Expected Result/Impact:** IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year. **Staff Responsible for Monitoring:** Counselors and lead team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to complete required safety drills. **Strategy's Expected Result/Impact:** IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year. Students will be aware of all safety protocols. **Staff Responsible for Monitoring:** Counselor and lead team.				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule monthly/quarterly meeting and events with our stake holders and provide evidence as required in the Title 1 crate. **Strategy's Expected Result/Impact:** Our expected result will be that we will be in compliance with Title 1 Family Engagement requirements. **Staff Responsible for Monitoring:** Counselor and leadership team	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9) by increasing our social meeting presence by sharing information in our newsletter, remind, and Facebook. **Strategy's Expected Result/Impact:** Increased parent participation in monthly and quarterly events. **Staff Responsible for Monitoring:** Counselors and leadership team.	25%			

No Progress

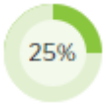
Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent permission letters were sent out through PE and RTTC teachers. We will be showing the videos through these two classes. The students that opt out will be sent to another class this period. We have also scheduled the Socorro Police Department to come to our campus to have a presentation on bullying for parents and students during the month of October. **Strategy's Expected Result/Impact:** IA &CP students will complete the Anti-Bullying and Safer, Smarter School Curriculum. Parents will be invited to Bullying presentation by Socorro Police Department. **Staff Responsible for Monitoring:** Briones, Dr. Hurt, Melanie Martinez				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

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.

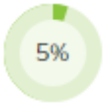
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers will participate in the lesson and coaching cycle to observe and provide feedback to teachers on their caseload. This feedback will be used to create the professional development plan for each content, and individual. **Strategy's Expected Result/Impact:** Complete all tasks as required by IDEA **Staff Responsible for Monitoring:** Instructional Lead Team (managers (APIs, Principal)				

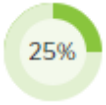
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build positive relationships with teachers through ongoing authentic conversations- to build a culture and climate of trust **Strategy's Expected Result/Impact:** Teachers will feel and be valued and in return be less likely to leave searching for this feeling of connection **Staff Responsible for Monitoring:** All leadership team members **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rio Vista CP is 85% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize social media to attract candidates to needed positions by connecting them to our Core Values focusing on "Team and Family" and "We Achieve Results" **Strategy's Expected Result/Impact:** Staff retention goals are met. **Staff Responsible for Monitoring:** GTLs, Lead Team, other staff members				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Staff retention goals are met **Staff Responsible for Monitoring:** GTLs, Lead Team, other staff members				

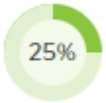
 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: IDEA Rio Vista CP will be 100% fully enrolled by the 11th day of snapshot (continuing to work on enrollment year-long).

High Priority

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and track scholars. **Strategy's Expected Result/Impact:** Meet enrollment **Staff Responsible for Monitoring:** APO, Principal, and Enrollment Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Rise College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 28, 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

Demographics

Demographics Summary

Idea Rise College Prep is a title 1 Campus that offers quality educational programs and extracurricular activities to students in grades 6-9. Idea Rise College Prep currently serves 319 students in grades 6-8 and 88 in grade 9. As a scaling school we are adding grade

The school's demographics include approximately 93.3% economically disadvantaged, 11.3% students with disabilities and 36.8% English Language Learners.

Demographics Strengths

English Language Learners outscored non ELL's consistently on district exams

100% of students with disabilities in the RISE room were successful on STAAR ALT 2 mock exams and the 9*th* grader scored Masters on all three of the EOCs

Problem Statements Identifying Demographics Needs

Problem Statement 1: We did not meet the ADA goal of 97.5%. **Root Cause:** We have not done a strong enough job of explaining to families attendance requirements since the end of the pandemic and there are no consequences for families who are not meeting attendance requirements.

Problem Statement 2 (Prioritized): We did not meet the persistence goal of 90%. **Root Cause:** Parents who enrolled in our school after June did not get a quality WTI and onboarding. As a result, they did not have a clear picture of the school.

Student Learning

Student Learning Summary

IDEA Rise College Prep is an A rated campus where students engage in Pre-AP 6-8th grades and two AP courses starting in grade 9. Incoming 6th grade, often students are starting at our campus around 1-2 years behind grade level across all contents. At IDEA Rise CP, students receive mock exams to gauge where they are at after being taught all material in our courses. During these mock exams, as a campus we were able to meet goals on students passing their respective exam and switched to pushing students in the Meets and Masters category. As the year closes out, students passed all core content EOC exams at a 90+% rate and about 40% of students are showing mastery in Math and Science on their EOC exams.

IDEA Rise College Prep is also home to many of our special populations students which accounts for 11.5% of the campus population compared to the 7% state average. Of our self contained students in the special populations group, 100% passed the STAAR Alt 2 exam. Also, on our campus our ELL, which make up 36.8% of the campus, regularly out perform non ELL students across core content exams. Not only does this group out perform but demonstrate a level of mastery at a higher rate compared to their peers. 25% of students at IDEA Rise CP, also test into Spanish 2 in the 8th grade which pushes that group of students to show mastery of a second language prior to entering high school.

Student Learning Strengths

1. Students at IDEA Rise College Prep regularly out perform the district average on ALL core contents across all 3 different performance bands.

2. In a majority of our Math courses students have been able to score in the top 5% on all district and state exams in our district.

3. Our ELL students not only meet their goals at a faster rate but also show a level of mastery at a higher rate than that of their peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students at masters level in RLA 6th-9th grade is below 30%. **Root Cause:** Currently, we do not have a curriculum or best practices to teach writing in grades 6-10.

Problem Statement 2: We have less than 30% of students receiving 3+ on AP exams. **Root Cause:** The current AP curriculum for Human Geography and World History does not meet the rigor of the exam.

School Processes & Programs

School Processes & Programs Summary

IDEA Rise College Prep (CP) offers a rigorous pre-AP and AP curriculum to prepare students for success to and through college. Our teachers are observed weekly and rated consistently across four GET rows, which correspond to our professional development scope and sequence. Below are the cumulative GET scores for Rise CP instructional staff. Please note that Rise CP has a diverse staff of new and veteran teachers.

- Culture (Row 2): Rise CP staff are **proficient** in carrying out the district's culture/climate standards.
  - Planning (Row 3)/Curriculum: Rise CP staff are **proficient** in planning with the district's curriculum.
  - Instruction (Row 4): Rise CP staff are **proficient** in providing clear instruction to students.

- The IDEA Rise CP Lead Team hosts whole-staff professional development sessions weekly. We utilize a clear, predictable annual scope/sequence of development for teachers, from culture (Q1), planning (Q2), instruction (Q3) and response to student data (Q4). However, despite a robust teacher training program, our campus retained only 75.5% of

staff for the 2022-2023 school year. This is an area of growth that will improve with the new GET rubric being utilized.

School Processes & Programs Strengths

- Communication is a strength for Rise College Prep. Our principal, SSA, and teachers communicate weekly with relevant staff and families to ensure that information is cascaded. Some of the mechanisms for communication are listed below as examples.
    - Staff: Staff Weekly, weekly check ins with manager, twice annual pulse checks with principal
    - Families: DeansList, Family newsletter, parent/teacher conferences
    - Students: Access to family newsletter, use of Teams, DeansList weekly report

The AEES surveys provide evidence to support the claim that staff/leadership communication is strong. The following metrics are relevant:

My fellow employees are committed to doing quality work.	**83.7**
My leadership team actions match their words.	76
My leadership team cascades information about important updates or changes.	79.8
My leadership team demonstrates gratitude for good work and geninue efforts.	79.8
My leadership team hires people who are a good fit for our team.	77.5
My leadership team involves team members in decisions that impact their role or work.	64.3
My leadership team makes their expectations clear.	77.5
My leadership team provides the necessary materials and supplies needed to do my job.	71.3
My leadership team values and responds to my feedback and ideas.	81.4

The Panorama family data is lacking, as only 17 parents completed the sruvey. This is a growth opportunity as well, but the parents who did respond believe that communication is strong. The following metrics are relevant, even if our overall participation was low.

- Q.3: The adults at my child’s school care about the students. Always 76% 13 Usually 24% 4 **Mean 4.8**
- Q.4: My school principal is responsive when I have questions. Always 94% 16 I don't know 6% 1**Mean 5.0**
- Q.6: My child’s school communicates well with me. Always 88% 15 Usually 0% 0 Sometimes 6% 1 Rarely 6% 1 **Mean 4.7**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We only offer 4 clubs and 1 sport for boys and girls each season. **Root Cause:** We have prioritized academics over our extra curricular activities in the past.

Problem Statement 2: Our campus retained only 75.5% of staff for the 2022-2023 school year (vs. the goal of 85%). **Root Cause:** We hired staff very late in the year during 21-22 and there was limited development opportunities due to being understaffed throughout the year.

Perceptions

Perceptions Summary

IDEA Rise CP provides the opportunity for parent feedback and engagement to help build positive relationships with our families as well as help with identifying problem areas of the school. Families are given the opportunity quarterly to express their personal glows and grows of our campus, teachers, and administration. Over 90% of Rise CP scholars completed the survey to express their feedback from a scholars point of view in regards to the campus, their teachers, and their Social Emotional School Support System.

LVT Rise is the community partner with Rise CP for the 4th year in a row as we use them as our primary source to extending resources our families in need. Rise CP has also partnered with Unite Us in the effort to finding quality non-profit organizations that will help provide our families who need various types of assistance.

The school culture at Rise CP is calm, academically focused, and a safe environment where scholars can be themselves without excessive scrutiny from their peers. The values of our school is that ALL scholars have the capability to learn and it is our duty to ensure we are providing a safe haven for scholars to focus on their academics while battling outside stressors and adversity in their lives.

School communication is a focal point in our mission at Rise CP where our parent receive communication throughout the school week for reminders and a weekly newsletter highlighting important announcements for the school as well as a placeholder for all foundational information that is essential for parent engagement and school expectations. The behavior management program, DeansList, has made communicating with parents easier on staff members as well as documenting every message in various organized reports.

Staff retention was a 75% for Rise CP which is under the district average of 85%.

Perceptions Strengths

95% of scholars completed the School/Teacher Survey.

5 of 74 Leavers within the schools locus of control.

Average of 550 views on the newsletter each week.

3% of referrals were Out of School Suspension.

Referrals reduced each Quarter & semester.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families that register after school ends are not be receiving a quality Welcome To IDEA session to ensure families are clear on Rise CP scholar

and parent expectations. **Root Cause:** Holding random WTI session during the Summer where families may not be interacting with one of the Rise CP admin.

Problem Statement 2: Although we continue to strengthen our Community Partnerships, the lack of resources we are able to find for our families in need have led to withdrawals. **Root Cause:** Lack of listed resources that are valid in our area, HQ has provided list of places not operating in helping families.

Priority Problem Statements

Problem Statement 1: We only offer 4 clubs and 1 sport for boys and girls each season.

Root Cause 1: We have prioritized academics over our extra curricular activities in the past.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of students at masters level in RLA 6th-9th grade is below 30%.

Root Cause 2: Currently, we do not have a curriculum or best practices to teach writing in grades 6-10.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Families that register after school ends are not be receiving a quality Welcome To IDEA session to ensure families are clear on Rise CP scholar and parent expectations.

Root Cause 3: Holding random WTI session during the Summer where families may not be interacting with one of the Rise CP admin.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: We did not meet the persistence goal of 90%.

Root Cause 4: Parents who enrolled in our school after June did not get a quality WTI and onboarding. As a result, they did not have a clear picture of the school.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize RTTC class for ACT prep, using the district provided calendar. **Strategy's Expected Result/Impact:** Students reach an average of a 18 by EOY 23-24. **Staff Responsible for Monitoring:** College Counselor and Principal. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff will utilize skill breakdowns that are provided to Math and ELA teachers, to reinforce ACT knowledge gaps, based on district provided ACT Prep. **Strategy's Expected Result/Impact:** Students will reach an overall average score of 18 by EOY 23-24 **Staff Responsible for Monitoring:** College Counselor and Principal **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking TSI Exemption for ELA and Math. Staff will use TSI skill breakdown reports that are provided to each student after testing, to drive TSI afterschool prep, prior to each of the 8 TSI testing opportunities. **Strategy's Expected Result/Impact:** Increase the % of TSI exempted students each year leading up to 100% by graduation. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 42%+ of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Summit to support EB students on their lowest TELPAS domain. Summit is utilized during Mock TELPAS sessions and TELPAS practice for Speaking. **Strategy's Expected Result/Impact:** 42%+ of students will grow a composite level or maintain AH. **Staff Responsible for Monitoring:** Testing Coordinator and Principal. **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize AR/HS to provide targeted tutoring minutes to students in Reading/Math during the school day. **Strategy's Expected Result/Impact:** 100% of students will reach HB4545 minutes by EOY. **Staff Responsible for Monitoring:** HB4545 point person. **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SpEd students data is tracked after every interim assessment by case manager & additional academic support is provided for students who are off-track. **Strategy's Expected Result/Impact:** 100% of SpEd students will earn approaches on STAAR. **Staff Responsible for Monitoring:** SpEd case managers and API. **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** The school achieves 90/60/30 on the STAAR. **Staff Responsible for Monitoring:** APIs and the Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development to staff on data analysis, small group instruction, intervention, and enrichment, to be utilized in the classroom to close any gaps seen in the data. **Strategy's Expected Result/Impact:** The school achieves 90/60/30 on the STAAR. **Staff Responsible for Monitoring:** APIs and Principal **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete 100% of school safety drills. We will comply with all school safety requirements with fidelity. We will analyze and address any gaps observed immediately. **Strategy's Expected Result/Impact:** The school will receive a score of proficient or higher on the safety scorecard for the 23-24 school year. **Staff Responsible for Monitoring:** APO and Principal				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 100% of families will have at least 1 touchpoint with the school. **Staff Responsible for Monitoring:** SC and SW **Title I:** 4.1, 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: We will increase the attendance of student and families at engagement events such Meet the Teacher Night, Fall Festival, Family Game Nights, Report Card Nights, etc in order to build strong relationships with families. **Strategy's Expected Result/Impact:** 100% of families will have at least 1 touchpoint with the school. **Staff Responsible for Monitoring:** SC and SW **Title I:** 4.1, 4.2 **Funding Sources:** Paper, Pens, Posters, Markers, Games, etc. - Title I, Part A (4120) - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule and complete the anti-bullying and safer, smarter schools during the first semester. **Strategy's Expected Result/Impact:** The school will complete both curriculums by the deadline. **Staff Responsible for Monitoring:** SW and SC **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Rise CP will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize weekly incentives to increase the ADA at Rise College Prep. **Strategy's Expected Result/Impact:** An increase in ADA. **Staff Responsible for Monitoring:** APO, SC **Title I:** 2.4, 2.5, 2.6				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30 minutes per day. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support the PE teachers to engage 100% of students in physical activities for at least 30 minutes per day. **Strategy's Expected Result/Impact:** Increasing the % of students meeting their MVPA goals. **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** An increase in staff retention. **Staff Responsible for Monitoring:** API, APO, and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers will provide targeted professional development, aligned to content, feedback, and growth goals. **Strategy's Expected Result/Impact:** An increase in staff retention. **Staff Responsible for Monitoring:** API, APO, Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rise CP is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** The school begins the year fully staffed and remains fully staffed for the duration of the 23-24 school year. **Staff Responsible for Monitoring:** Principal.				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: IDEA Rise CP will meet enrollment target for the 23/24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Rise CP will follow the IDEA enrollment/recruitment model with fidelity. **Strategy's Expected Result/Impact:** IDEA Rise CP will meet the enrollment target for the 2023-2024 school year. **Staff Responsible for Monitoring:** APO, Enrollment Coordinator, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: IDEA Rise CP will hold weekly Triad meeting to discuss enrollment progress, with CP Principal, Academy Principal, APO, and Enrollment Coordinator. **Strategy's Expected Result/Impact:** IDEA Rise CP will meet the enrollment target for the 2023-2024 school year. **Staff Responsible for Monitoring:** APO, Principal, Enrollment Coordinator				

No Progress

Accomplished

Continue/Modify

Discontinue

Title I Personnel

Name	Position	Program	FTE
Marie Akono	Interventionist		Yes

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Paper, Pens, Posters, Markers, Games, etc.		$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,072.67
				+/- Difference	$72.67
				Grand Total Budgeted	$2,072.67
				Grand Total Spent	$2,000.00
				+/- Difference	$72.67

IDEA Public Schools

Riverview College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 24, 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: September 13, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

See CNA attached in Plan Addendum.

Demographics

Demographics Summary

IDEA Riverview College Preparatory is an open enrollment public charter school that serves students in grades 6th through 12th. IDEA Riverview College Preparatory serves a total of 744 students, ranging in ages 11 to 19. Special programs offered at IDEA Riverview College Preparatory include: CTE, Special Education, and Athletics. IDEA Riverview College Preparatory is a designated T-STEM Academy, serving 100% of students in grades 9 through 12 as follows:

- 98.7% of students are Hispanic
- 1.3% of students are White
- 95.6% of students are Economically Disadvantaged
- 6.3% of students are served in the Special Education program
- 52.7% of students are Emergant Bilingual/English Learners

Demographics Strengths

See CNA attachment in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause:** There has been in an increase in illness, which has caused issues with attendance.

Problem Statement 2: A large percentage of our Emergent Bilingual (EB) students are not passing their English I and English II EOC's. **Root Cause:** Instruction does not include cross-content opportunities for writing due to lack of training and knowledge amongst instructional staff.

Student Learning

Student Learning Summary

- IDEA Riverview College Preparatory earned an A Rating from TEA, specifically a 97 out of 100, and the following outcomes in each domain:
  - Domain I: Student Achievement - 90 out of 100
  - Domain II: School Progress - 96 out of 100
  - Domain III: Closing the Gaps - 100 out of 100

  Data from Domain III indicates that 100% of our demographic groups met academic achievement and academic growth targets.

  Riverview College Preparatory performed in the top quartile in their comparative group, having earned the following distinctions:
  - Academic Achievement in English/Language Arts/Reading
  - Academic Achievement in Mathematics
  - Academic Achievement in Science
  - Academic Achievement in Social Studies
  - Top 25%: Comparative Academic Growth
  - Postsecondary Readiness
  - Top 25%: Comparative Closing the Gaps

  In the past, IDEA Riverview College Preparatory did not receive accountability ratings in 2019 - 2020 and 2020 - 2021, due to the COVID-19 pandemic. An A Rating was earned in 2018 - 2019.

  In terms of CCMR, we had 93% of our Class of 2022 meeting a CCMR indicator, for either being TSI Exempt, passing an AP Exam, obtaining an Industry Based Certification, or completing an OnRamps Dual Enrollment Course.

  See PDF in Addendum for more information.

Student Learning Strengths

See CNA attached in Plan Addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase writing proficiency amongst all of our students. **Root Cause:** Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Problem Statement 2: There has been little to no growth in the areas of English I and English II EOC results. **Root Cause:** Inconsistent collaboration amongst ELA content

teachers and special population support teachers has led to lower outcomes for our Special Education students and EB's in these areas.

School Processes & Programs

School Processes & Programs Summary

Actions that we take to support powerful teaching and learning on our campus include teacher development. We complete the OCS (outcomes, causes, and solutions) to help our teachers grow and develop. We follow the coaching cycle. At our campus, we observe our teachers diagnose the most pressing problems. After the observation, we plan a check-in meeting to give the action steps that will assist with understanding the feedback and improve their teaching skills. The last part of the cycle is the follow-up. In the follow-up, leaders observe the teachers see if they mastered the skills. If teachers did not master the skills, the leaders provided lesson rehearsals to assist with practice and feedback. Leaders plan for professional development to address the root cause of low performance when there is a downward performance trend in teacher practices. For example, if there is a trend of lack of classroom management, leaders plan classroom management professional development to focus on this gap.

School Processes & Programs Strengths

See CNA attachment in Plan Addendum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase social emotional support for our students. **Root Cause:** Our campus behavior policies are reactive, and not proactive. We need to build systems to support and affirm students' emotional well-being.

Problem Statement 2: There is a need to increase access to site visits and experiential learning for students. **Root Cause:** Our campus has not prioritized these areas as we have prioritized academic supports in light of Covid-19.

Perceptions

Perceptions Summary

-How are parent/guardian/community participation rates measured?

*Parent/guardian/community participation is measured through sign-in sheets at the entrance of every event

-Are there any barriers that prevent participation by parents/guardians/community?

*Afterschool hours: parents get out of work late and cannot make it to the meeting

*Not enough reminders to support with parents/guardians/community participation

Perceptions Strengths

See CNA attached in Plan addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase sense of belonging on campus. **Root Cause:** Campus lack of mechanisms that help students feel celebrated, accepted and safe.

Problem Statement 2 (Prioritized): There is a low participation of parents and guardians on our school activities. **Root Cause:** We must improve in the communication systems and invest parents.

Priority Problem Statements

Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years.
Root Cause 1: There has been in an increase in illness, which has caused issues with attendance.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase writing proficiency amongst all of our students.
Root Cause 2: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a low participation of parents and guardians on our school activities.
Root Cause 3: We must improve in the communication systems and invest parents.
Problem Statement 3 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 CCMR 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
- Accountability Distinction Designations

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- Teacher/Student Ratio
- 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

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: 100% of IDEA Riverview College Prep students matriculate to college.

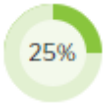
Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation

Evaluation Data Sources: Practice and Real ACT Results Report.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host ACT Bootcamp sessions for students. **Strategy's Expected Result/Impact:** Students will practice how to test under time limit and students will receive more opportunities to bring up their score. **Staff Responsible for Monitoring:** Carla Rios and ACT teacher Kenia Arias **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host ACT Saturday **Strategy's Expected Result/Impact:** Students will receive opportunity to ace their ACT in the comfort of their home campus positively impacting their scores.				

Staff Responsible for Monitoring: Carla Rios and ACT teacher Kenia Arias **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 1: 100% of IDEA Riverview College Prep students matriculate to college.

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

HB3 Goal

Evaluation Data Sources: TSIA Results Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Additional TSI Tutorial support class **Strategy's Expected Result/Impact:** Students will receive additional TSI support with the intention to close their achievement gap. **Staff Responsible for Monitoring:** Carla Rios and TSI teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: TSI Class **Strategy's Expected Result/Impact:** Students will practice applying the skills in mastery prep to help them master TSI. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: More opportunities for students to take the TSIA exam. **Strategy's Expected Result/Impact:** Students will become more familiarized with the TSI exam and they will feel more comfortable testing which will positively impact their scores. **Staff Responsible for Monitoring:** Carla Rios **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 1: IDEA Riverview College Prep: 6th-8th-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024 (HB3)

High Priority

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive RLA tutorials **Strategy's Expected Result/Impact:** Students will practice on their lowest mastered area to help close their academic gap. **Staff Responsible for Monitoring:** RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily exit ticket tracking. **Strategy's Expected Result/Impact:** Students' daily learning will be daily assessed through exit tickets to ensure re teach occurs to help close their academic gap. **Staff Responsible for Monitoring:** RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Summative assessment 1:1 feedback. **Strategy's Expected Result/Impact:** Teachers will meet with their students to provide feedback after every summative assessment, students will receive an opportunity to make corrections and achieve their goals. **Staff Responsible for Monitoring:** RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 2: IDEA Riverview College Prep 6th - 8th Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024. (HB3)

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive math tutorials. **Strategy's Expected Result/Impact:** Students will practice on their lowest mastered area to help close their academic gap. **Staff Responsible for Monitoring:** Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily exit ticket tacking. **Strategy's Expected Result/Impact:** Students' daily learning will be daily assessed through exit tickets to ensure re teach occurs to help close their academic gap. **Staff Responsible for Monitoring:** Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Summative assessment 1:1 student feedback. **Strategy's Expected Result/Impact:** Teachers will meet with their students to provide feedback after every summative assessment, students will receive an opportunity to make corrections and achieve their goals. **Staff Responsible for Monitoring:** Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

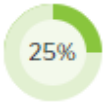
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

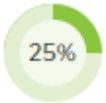
Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 3: CP: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS practice exams and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Literacy practice assignments on all subjects. **Strategy's Expected Result/Impact:** Ensure all teachers provide opportunities for students to practice their literacy skills through their in class assignments. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Identify and add additional support to EBs **Strategy's Expected Result/Impact:** Teachers will include EV support in their lesson plan to ensure students practice their English and get in class support for comprehension. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: English speaking in class assignments. **Strategy's Expected Result/Impact:** Teachers wil plan to assess students' learning through the practice of think pair share to ensure students practice their English language skills. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

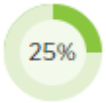
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

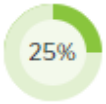
Goal 2: IDEA Riverview College Prep achieves an A Rating

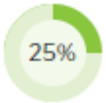
Performance Objective 4: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 minute log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will receive student STAAR reports to identify priority HB4545 students. **Strategy's Expected Result/Impact:** Teachers must ensure they are aware of who the HB4545 priority students are so they can support them more and include them in their tutorial groups. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will have individualized tutoring sessions with the HB4545 students. **Strategy's Expected Result/Impact:** Students will close their achievement gap in their tutoring sessions. These sessions will be impactful because they will practice specific skills they were pending to master based on results. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will have a tracker where they will track students' progress. **Strategy's Expected Result/Impact:** Teachers and students will have trackers where after every assessment they will keep track of students' progress, students will make corrections and practice their lowest mastered skills. **Staff Responsible for Monitoring:** Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

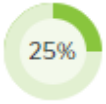
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 5: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Daily Exit tickets, Unit exams data and semester exams data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers in class tracker and students individualized tracker. **Strategy's Expected Result/Impact:** Teachers and students will keep track of their individualized goal, progress and corrections to close the achievement gap and make progress to their goals. **Staff Responsible for Monitoring:** Special Pops manager/Assistant Principal of Instruction Astrid Tostado **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Inclusion department will provide small group support to students. **Strategy's Expected Result/Impact:** Inclusion department will support students in a small setting to ensure they feel comfortable learning and asking questions. **Staff Responsible for Monitoring:** Special Pops manager/Assistant Principal of Instruction Astrid Tostado **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Inclusion department will apply mnemonics to support SpEd student learning. **Strategy's Expected Result/Impact:** Teacher and SpEd team will collaborate to align in the mnemonics and accommodations they will provide to students so they become familiarized with the strategy and student can attain their goals. **Staff Responsible for Monitoring:** Special Pops manager/Assistant Principal of Instruction Astrid Tostado **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

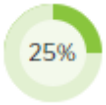
Performance Objective 6: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

High Priority

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily exit ticket data tracking. **Strategy's Expected Result/Impact:** Teachers will track student data daily and re teach on the next day until mastery. **Staff Responsible for Monitoring:** Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will track students' data after every assessment using the locus databoard. **Strategy's Expected Result/Impact:** In class tracker and individual student tracker where students not only track their progress, but they reflect and make corrections to better themselves and meet their goals. **Staff Responsible for Monitoring:** Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 1:1 Teacher to student data meetings. **Strategy's Expected Result/Impact:** Teachers will meet 1:1 with students to provide them with feedback after every summative assessment to ensure students are receiving individualized support to help them meet their individual student goal. **Staff Responsible for Monitoring:** Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

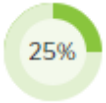
Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

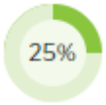
Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent communication through social media platforms **Strategy's Expected Result/Impact:** Parents will be in communication with the school and be updated with school events. **Staff Responsible for Monitoring:** APO Rolando Salas and School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Perfection the communication sent to parents. **Strategy's Expected Result/Impact:** Specify the grade levels the message is for to avoid parent confusion and answer questions through chat comments or message. **Staff Responsible for Monitoring:** APO Rolando Salas and School Counselor **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Parent Weekly updated and current information **Strategy's Expected Result/Impact:** Ensure parents receive all information needed, ensure all stake holders participate and add information regarding all departments they manage to ensure all information needed is on the				

weekly to help parents be more iinvolved. **Staff Responsible for Monitoring:** APO Rolando Salas and School Counselor **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.
Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. **Root Cause**: We must improve in the communication systems and invest parents.

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate parent meetings in a timely manner **Strategy's Expected Result/Impact:** More parent participation due to them being able to make plans to attend in a timely manner. **Staff Responsible for Monitoring:** Astrid Tostado will support with FB page. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Make two slots of available times for parents to have different options to attend parent meetings. **Strategy's Expected Result/Impact:** More parent participation due to them being able to make plans to attend in a timely manner. **Staff Responsible for Monitoring:** School counselor and Astrid Tostado **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Make more online parent meeting options **Strategy's Expected Result/Impact:** More parent participation due to them being able to make plans to attend in a timely manner. **Staff Responsible for Monitoring:** School counselor and Astrid Tostado **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** A/V Equipment and Supplies for parents workshop - Title I, Part A (4120) - $3,724.88	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. **Root Cause**: We must improve in the communication systems and invest parents.

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Tracker with lesson completion rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Participate in anti bullying campaign **Strategy's Expected Result/Impact:** Parents and students will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. **Staff Responsible for Monitoring:** School counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be training on what bullying is **Strategy's Expected Result/Impact:** Teachers will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. **Staff Responsible for Monitoring:** School counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Parents wil receive a training on bullying **Strategy's Expected Result/Impact:** Parents and students will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. **Staff Responsible for Monitoring:** School counselor **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.
Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. **Root Cause**: We must improve in the communication systems and invest parents.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 6th thru 12th Grade will participate in Meaningful Connection Friday activity.

Evaluation Data Sources: 100% of teacher and student satisfactory attending and actively participating in MCF activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will receive a calendar for the MCF activities of every Friday. **Strategy's Expected Result/Impact:** MCF pep rally every month to bring the joy and celebrate teachers, staff and students. **Staff Responsible for Monitoring:** APIs and school counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will provide students with additional activities they can do to ensure they participate in MCF activities. **Strategy's Expected Result/Impact:** Students will feel comfortable participating on activities they feel comfortable with and ensure they participate in all activities. **Staff Responsible for Monitoring:** API Managers and Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: !00% of CP Students bring joy by creating joyful posters and props to celebrate. **Strategy's Expected Result/Impact:** Teacher will create MCF joy rooms for students to create joyful props. **Staff Responsible for Monitoring:** API Managers and counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Riverview College Prep will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: For the month of October, goal is almost met with a 95.72.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on Powerschool attendance tacking **Strategy's Expected Result/Impact:** Teachers will frightfully take attendance on PS and it will be easier to identify who are the students who are constantly absent to support them with their attendance. **Staff Responsible for Monitoring:** APO Rolando Salas and APIs Astrid Tostado, Evis Delgado, and Daniela Pizano **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SIS will provide weekly ADA attendance report **Strategy's Expected Result/Impact:** Identify priority ADA students to support them with their attendance and ensure they are in school learning everyday. **Staff Responsible for Monitoring:** APO Rolando Salas and APIs Astrid Tostado, Evis Delgado, and Daniela Pizano **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

Goal 5: Increase staff retention

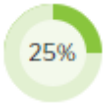
Performance Objective 1: CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority

Evaluation Data Sources: 100% of our CP staff have completed the BOY compliance trainings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan scope and sequence for professional development. **Strategy's Expected Result/Impact:** Teachers will be provided with the opportunity to make time to work on pending trainings. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Report of staff pending trainings. **Strategy's Expected Result/Impact:** Teachers will receive a clear report that summarizes what their next steps are regarding school pending trainings and they will know what to do and how to get them done. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 1:1 support through weekly check in **Strategy's Expected Result/Impact:** Managers will meet 1:1 with teachers during their check ins and provide help as needed with training completion. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

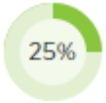
Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: There has been in an increase in illness, which has caused issues with attendance.

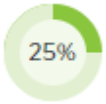
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

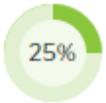
Goal 5: Increase staff retention

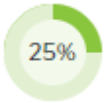
Performance Objective 2: CP: IDEA Riverview CP is 100% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Sources: As of the month of October, CP is at 100% with teacher retention.
In October, 100%of the teacher receive TCP recognition.
In October, Riverview CP celebrates the campus of the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Check in support **Strategy's Expected Result/Impact:** Teachers will receive weekly support and temperature check. Teachers will feel comfortable sharing their thought sand feelings and most importantly, they will get a sense of belonging. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano and Sr. DCC Carla Rios **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lesson rehearsals **Strategy's Expected Result/Impact:** Teachers will receive training and support as to how successfully deliver an impactful lesson. Teachers will be rated advanced. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Weekly lesson plan feedback **Strategy's Expected Result/Impact:** Teacher will receive training and support as to how plan an impactful and rigorous lesson. Teachers will be rated advanced. **Staff Responsible for Monitoring:** CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Recruit and hire high quality candidates per role by using quality resume criteria. **Strategy's Expected Result/Impact:** High level of instruction and student achievement **Staff Responsible for Monitoring:** Principal. Assistant Principal, regional talent partners **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. **Root Cause**: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	A/V Equipment and Supplies for parents workshop		$3,724.88
				Sub-Total	$3,724.88
				Budgeted Fund Source Amount	$3,724.88
				+/- Difference	$0.00
				Grand Total Budgeted	$3,724.88
				Grand Total Spent	$3,724.88
				+/- Difference	$0.00

IDEA Public Schools

Robindale College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 14, 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

Demographics

Demographics Summary

IDEA Robindale currently has grades 6th through 10th. Our total enrollment is 617 students, for middle school, 377 (6th-8th) and High School, 240 (9^{th} & 10th grade). Students' ages range from 11-17 years old. We are in Brownsville, Texas, and we are a border city located in the Rio Grande Valley. We have open enrollment and students enter a lottery to get selected to join our campus. There is no lottery based on demographics since we accept all subpopulations of students providing equal opportunities. Robindale is a scaling campus, and we offer many programs geared to college readiness since our mission is College for All.
We offer many programs to close achievement gaps and ensure we remain true to our mission. Some programs we offer include:

CSI: Critical student intervention targets students 2 years below grade level and provides small group instruction with a program to better support them and bring them up to grade level.

Accelerated Reader and Imagine Math. These 2 programs provide support to students on individual needs bases. They are identified by a pre assessment in reading and math. Students work on individual pathways to build foundational skills.

CTE: Career and Technical education: We offer two pathways on fields that are competitive in the work field. We offer computer programming and biomedical science.

AP for all: All students are enrolled in advanced or AP classes to set them up for success at the collegian level. At IDEA we believe in AP for all, and students who begin and complete high school with us can earn up to 14 college course credits.

Athletics: Our scholars get opportunities to join after-school sports such as: volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join various clubs such as art, student council, National Honor Society, National Junior Honor Society, cheerleading, dance, and yearbook.

Special programs support: Our scholars receive support in special education through inclusion services. In addition, scholars in our 504 and EB programs receive support with services such as small group testing and oral administration.

Demographics Strengths

Robindale's strengths fall into one big category. We have a system set in place to support our Special Education students. All teachers receive a BOY PD on SpEd IEP's, how to implement accommodations and modifications, and how to submit weekly SpEd samples. In addition, we have a great CSI program that helps support our EB students who fall 2 grade levels below placement. Our CSI program has great tracking systems set in place to ensure that our students are constantly progressing throughout the year. With one of the biggest programs in the district, we are very proud to know we've met our goals for the past years as we continue to close gaps with all of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2 (Prioritized): Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause:** There is a gap in sharing visions and processes for these subpops.

Student Learning

Student Learning Summary

Last year, the overall campus rating was an A rating with 95. On students' achievement, we scored 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above, we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress, we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, and growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions: 1. Academic achievement in English Language Arts 2. Academic achievement in mathematics 3. Top 25% comparative academic growth 4. Postsecondary readiness 5. Top 25% comparative closing the gaps

This year, we had 1072/1093 (98.08%) students challenge a STAAR/EOC exam. As our data is coming in,our overall EOC data was higher than our previous year surpassing our internal student achievement goals for each. Our Algebra 1 data reflected 92% of students received approaches, 66% met Meets and 28% met Masters. This year we will be exiting 21/30 from 4545 tutorials in math and 72% of students met their progress measure goal. We also had 75% of SPED students pass their EOC. For English I, we had 86% met Approaches, 66% met Meets, 12 % that met Masters. This year, we will be exiting one student from HB4545 and 27 students met their progress measure goals. We also had 58% SPED students pass their EOC. For Biology we had 91% student get Approaches, 56% get Meets and 18% get Masters. In regards to our critical student intervention program, we had 52% of students meet their goals which means that we surpassed our goal of 50% students in CSI will achieve 2.0 years of growth in reading. 100% of our HB 4545 students were also able to complete their minutes of accelerated learning.

With this data , we believe we are on track to once again achieve an A rating and meet Domain 2 Progress Measure Goals and Domain 3 Target Indicators goals as well.

Student Learning Strengths

+ Increase in Algebra 1 data in the district 92/66/28 SAS- 62

+ 72% of scholars hit their PMG

+ 21/30 scholars will exit the 4545 remediation sessions

+ Content-strong teachers

+ EOC scores were very strong Bio (91/56/18 -SAS 55) English (86/66/12- SAS 55) Algebra 1 (92/66/28 SAS- 62)

+ AR Honor Roll

+ HS Honor Roll

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

Problem Statement 2 (Prioritized): Lack of timely communication and follow when providing staff with feedback or training opportunities. **Root Cause:** Leaders assumed

teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.

Problem Statement 3 (Prioritized): Lack of Special programs collaboration within all contents and services. **Root Cause:** There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, and utilizing data to guide the next steps for leaders, teachers, and students. Roles and responsibilities are clearly defined during onboarding and maintained through annual step-backs. Our campus has a live Excel sheet to plan out professional development needed based on collected data that drive instructional decisions. Data collected based on observations and student assessments guide modification decisions. To support powerful teaching and learning, instructional coaches utilize the coaching cycle daily to gather data to enhance teacher skills to enhance student outcomes. Based on observations, instructional leaders can identify trends that can be addressed either immediately, on the spot during observations, during check-ins, during Monday's Teacher Development, and/or added as a next step. Instructional leaders conduct follow-up observations to support teachers attain mastery of any skills that need to be polished. We offer numerous programs aligned with our vision, mission, goals, and values. These programs highlight high academic expectations. These include but are not limited to AP courses, CTE courses, Critical Student Intervention, Accelerated Reader, and Imagine Learning.

School Processes & Programs Strengths

- IDEA Robindale retains an average of 85% 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 4.7/5 on the statement "Based on your overall experience this year at IDEA, do you plan on returning in August of 2022."
- IDEA students rate IDEA as 4.5/5 on the statement "I have a best friend at school."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause:** The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

Problem Statement 2 (Prioritized): Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause:** Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Perceptions

Perceptions Summary

1. Parent/community participation rates are tracked with sign-in sheets at each event. Sign-in sheets are given back to our School Counselor, who files data and identifies trends. This year we had 38.5% of our families complete the Spring Family Survey which showed a 32.4% increase in parent feedback from last year. We only had an average of 50 families attend Report Card Nights.

2. The main form of communication with parents/families is electronically through Remind, social media, and the parent weekly newsletter. At times, paper flyers are printed and distributed to students in their homeroom classes by their teachers.

3. At the beginning of the year, the campus started with 495 students with 166 students being new to IDEA Robindale CP. By the end of the year, we ended with about 406 students. 54 Students withdrawing from our School and about 35 students transferring to another IDEA charter school.

Perceptions Strengths

In the year 2022-2023, 100% of students had the opportunity to experience field lessons. We offered side-by-side help to families for re-registration various times throughout the year. Homeroom teachers were accountable to ensure that families completed re-registration and allowed them to express their concerns. According to last year's data, the completion percentage of Spring Family Survey tripled because homeroom teachers and elective teachers being held accountable for ensuring all stud For activities and events, we offered user friendly QR Codes to make it easier for students and families to sign up. At times, important flyers were distributed during dismissal pick up line, which increased participation in events.

Athletics: Our scholars get opportunities to join after school sports such as: volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join dance and choir.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of follow through using ADA escalation matrix. **Root Cause:** Management and fidelity to the matrix and accountability is impacted by high volume of absences.

Problem Statement 2 (Prioritized): Lack of consequence system and communication platform to keep all informed of incidents that occur. **Root Cause:** No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Problem Statement 3 (Prioritized): Lack of involvement in school engagement activities. **Root Cause:** Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Problem Statement 4 (Prioritized): Lack of communication channels /means to families. **Root Cause:** Focused on social media instead of individual communication opportunities.

Priority Problem Statements

Problem Statement 1: Lack of follow through using ADA escalation matrix.
Root Cause 1: Management and fidelity to the matrix and accountability is impacted by high volume of absences.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI.
Root Cause 2: There is a gap in sharing visions and processes for these subpops.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of Special programs collaboration within all contents and services.
Root Cause 3: There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of student owned and teacher owned tracking systems in place.
Root Cause 4: Main campus tracker was owned by one person, but not implemented across the different stakeholders
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of small group reteach opportunities to show mastery for our special populations students.
Root Cause 5: Inconsistency with scheduling and in class support to our students and teachers.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Lack of communication channels /means to families.
Root Cause 6: Focused on social media instead of individual communication opportunities.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Lack of proper staff onboarding to ensure they knew roles and responsibilities.
Root Cause 7: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers.
Root Cause 8: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of timely communication and follow when providing staff with feedback or training opportunities.

Root Cause 9: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Lack of involvement in school engagement activities.

Root Cause 10: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Lack of consequence system and communication platform to keep all informed of incidents that occur.

Root Cause 11: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Problem Statement 11 Areas: Perceptions

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: By May 2024, 50 % of the Class of 2026 receives a CCMR point

High Priority

Evaluation Data Sources: TSI data, ACT data , AP data/ Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a vision for College Readiness at Robindale CP **Strategy's Expected Result/Impact:** Identify roles and responsibilities for all stakeholders. Communicate college opportunities to families. **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** College Counselor - Title I, Part A (4120)	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create school wide tracking system that allows for identifying, monitoring and responding to data. **Strategy's Expected Result/Impact:** Create strategic backwards plan based on data **Staff Responsible for Monitoring:** College Couselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselor - Title I, Part A (4120)	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause**: Main campus tracker was owned by one person, but not implemented across the different stakeholders

School Processes & Programs

Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause**: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

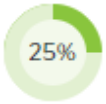
Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause**: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 1: All IDEA students matriculate to college

Performance Objective 2: College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Sources: ACT Benchmark scores for Class of 2026 & 2027 & ACT April Scores for Class of 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the ACT Prep Skills Teacher to improve ACT scores in the Class of 2026 **Strategy's Expected Result/Impact:** Students will receive in class support every other day and opportunity to practice ACT test taking skills throughout the entire school year. **Staff Responsible for Monitoring:** College Counselor & ACT Teacher **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 2 **Funding Sources:** College Counselor - Title I, Part A (4120)	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host ACT Bootcamps spanning for one month prior to ACT testing in the Fall & Spring **Strategy's Expected Result/Impact:** Targeted student instruction based on skill **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** College Counselor - Title I, Part A (4120)				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.
Student Learning
Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause**: Main campus tracker was owned by one person, but not implemented across the different stakeholders
School Processes & Programs
Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause**: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Sources: TSI Benchmark scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host TSI Bootcamps spanning for one month prior to testing throughout the school year **Strategy's Expected Result/Impact:** Targeted student instruction based on skill **Staff Responsible for Monitoring:** College Counselor/RTTC teacher **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** College Counselor - Title I, Part A (4120)	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.

Student Learning
Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause**: Main campus tracker was owned by one person, but not implemented across the different stakeholders

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Robindale CP achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

High Priority

Evaluation Data Sources: Internal Assessments, Mock Assessments, State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in Domains 1-3 by using the Locus dashboard and respond to data appropriately . **Strategy's Expected Result/Impact:** Focused and prioritized tutorials **Staff Responsible for Monitoring:** Instructional Coaches & Teachers **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Interventionist - Title I, Part A (4120), Train families at Curriculum Night how they can use manipulatives at home to practice math and reading - Title I, Part A (4120) - $1,200	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and Develop Instructional Leaders **Strategy's Expected Result/Impact:** Use School Leadership Levers to ensure leaders know how to analyze data, action plan for reteaching and reassessing **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.
Student Learning
Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause**: Main campus tracker was owned by one person, but not implemented across the different stakeholders
School Processes & Programs
Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause**: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Internal Assessments, Mock Assessments, State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a vision for Special Programs to identify all stakeholders roles and responsibilities **Strategy's Expected Result/Impact:** Knowing our students and what they need. Conduct instructional rounds to ensure accommodations are being implemented. Quarterly collaborative meetings to review SPED work samples. SPED focus in GTM and morning huddles. Discuss High Priority Students at weekly checkins. **Staff Responsible for Monitoring:** SPED Folder Teachers, Instructional Coaches and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create school wide tracking system that allows for identifying, monitoring and responding to data. **Strategy's Expected Result/Impact:** Provide in the field coaching cycle in response to SPED data for all teachers. Increase in SPED mastery. Weekly collaboration meetings amongst SPED and GenEd teachers. Conduct Pre Teach in AM or Academic Block **Staff Responsible for Monitoring:** SPED/Gen Ed Teacher, Instructional Coaches, Principals **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.
Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause**: There is a gap in sharing visions and processes for these subpops.
Student Learning
Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause**: There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock exams, IA exams, Mock TELPAS exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create school wide tracking system that allows for identifying, monitoring and responding to data. **Strategy's Expected Result/Impact:** Campus will receive the 10% overall points for TELPAS assessments. **Staff Responsible for Monitoring:** Instructional Managers, EB Point Person and Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1, 3 **Funding Sources:** Interventionist - Title I, Part A (4120)	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a vision for Special Programs to identify all stakeholders roles and responsibilities **Strategy's Expected Result/Impact:** Knowing our students and what they need. Conduct instructional rounds to ensure accommodations are being implemented. . Discuss High Priority Students at weekly checkins. **Staff Responsible for Monitoring:** Instructional Coaches, EB Point Person **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

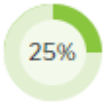
Demographics
Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.
Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause**: There is a gap in sharing visions and processes for these subpops.
Student Learning
Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause**: Main campus tracker was owned by one person, but not implemented across the different stakeholders
Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause**: There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)

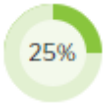
Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Assessments, Mock Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Integrate academic block into Middle School Schedule to allow for in school support. **Strategy's Expected Result/Impact:** Students meet quarterly benchmark goals for completion of minutes and they are successful in exams **Staff Responsible for Monitoring:** HB4545 Point Person, core teachers and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use interventionist to improve 6th -8th grade Reading Performance **Strategy's Expected Result/Impact:** Interventionist will support all three grade levels with writing skills mastery. **Staff Responsible for Monitoring:** ELA Instructional Coach and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 3 **Funding Sources:** Interventionist - Title I, Part A (4120)				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause**: Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause**: There is a gap in sharing visions and processes for these subpops.

Student Learning

Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause**: There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Various district data provided on Locus, weekly reports, hotlist created by campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement school behavioral consequences and interventions such as consequence ladders/behavior plans **Strategy's Expected Result/Impact:** Decrease out of school suspension by 10% **Staff Responsible for Monitoring:** Grade Team Leaders/APIs/Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct 100% Campus Crisis drills and meetings **Strategy's Expected Result/Impact:** Identify gaps and provide upwards feedback to ensure quick implementation **Staff Responsible for Monitoring:** APO/FM **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. **Root Cause**: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Events hosted, events communicated and Percentage of families that attended (using RSVPs and sign in sheets)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a Year at a Glance for all campus events to ensure over 5 campus events per quarter **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** School Counselor/Lead Team **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3, 4 **Funding Sources:** Incentives and trophies for stakeholder recognition - Title I, Part A (4120) - $521.08	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** High attendance to campus event to build on meaningful connections and engagement. Improve relation ship with parents and invest students. **Staff Responsible for Monitoring:** Academic counselor with support from instructional and operation leaders. **Title I:** 2.5, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 3 **Funding Sources:** Translate events into other languages to increase engagement and participation - Title I, Part A (4120) - $500	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause**: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.
Perceptions
Problem Statement 3: Lack of involvement in school engagement activities. **Root Cause**: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.
Problem Statement 4: Lack of communication channels /means to families. **Root Cause**: Focused on social media instead of individual communication opportunities.

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Various district data provided on Locus, weekly reports and presentation completion tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create scope and sequence for presentations and track completion **Strategy's Expected Result/Impact:** Elective teachers will deliver presentations and APIs will support and answer any questions **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Lack of follow through using ADA escalation matrix. **Root Cause**: Management and fidelity to the matrix and accountability is impacted by high volume of absences.
Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. **Root Cause**: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Goal 4: Increase student daily attendance

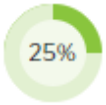
Performance Objective 1: IDEA Robindale will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily, weekly and monthly tracking of ADA by grade level and as a campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will review and revise ADA Matrix to ensure follow up and accountability **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** APO and Lead Team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 3, 4	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate students and staff with highest ADA **Strategy's Expected Result/Impact:** Incentivize students with perfect attendance & celebrate HR with highest attendance **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement school behavioral consequences and interventions such as consequence ladders/behavior plans **Strategy's Expected Result/Impact:** Decrease out of school suspension by 10% **Staff Responsible for Monitoring:** API/Grade Team Leaders **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of follow through using ADA escalation matrix. **Root Cause**: Management and fidelity to the matrix and accountability is impacted by high volume of absences.
Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. **Root Cause**: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.
Problem Statement 3: Lack of involvement in school engagement activities. **Root Cause**: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.
Problem Statement 4: Lack of communication channels /means to families. **Root Cause**: Focused on social media instead of individual communication opportunities.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-10th grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Data provided by HRM and tracked through monitors on a weekly basis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MS students participate in moderate to rigorous physical activity to promote healthy athletic and academic daily balance **Strategy's Expected Result/Impact:** Students get an opportunity to get exposed to athletics in MS levels and build the foundation for our various athletic teams such as basketball, soccer, cross country and flag football **Staff Responsible for Monitoring:** PE Athletic Coordinator & PE Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Lack of involvement in school engagement activities. **Root Cause**: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Goal 5: Increase staff retention

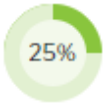
Performance Objective 1: IDEA Robindale CP is 95% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher retention, GPTW, Listening Tour Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Retain teachers and be fully staffed all year **Staff Responsible for Monitoring:** Instructional Coach and Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement Fall/Spring Listening Tours and Monthly Pulse Survey Checks **Strategy's Expected Result/Impact:** Increase opportunities for feedback and quick leader actions/implementation turnaround **Staff Responsible for Monitoring:** All Campus Leaders **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2 - Perceptions 3	15%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Hold Teacher of the Month/Co Teacher of the Month and Monthly Core Value celebrations during All Staff PD **Strategy's Expected Result/Impact:** Reward, recognize and celebrate our teachers **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lack of timely communication and follow when providing staff with feedback or training opportunities. **Root Cause**: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.
School Processes & Programs
Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause**: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.
Perceptions
Problem Statement 3: Lack of involvement in school engagement activities. **Root Cause**: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Goal 5: Increase staff retention

Performance Objective 2: 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.

High Priority

Evaluation Data Sources: GET ratings, various tracking for SDC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% SDC completion and differentiated and targeted coaching **Staff Responsible for Monitoring:** Instructional Coaches/Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1, 2	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Lack of timely communication and follow when providing staff with feedback or training opportunities. **Root Cause**: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.
Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause**: There are no consistent operating mechanisms that address these gaps consistently (daily. weekly or biweekly meetings)
School Processes & Programs
Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause**: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.
Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause**: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

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

Performance Objective 1: By the 11th day of the School Year, Robindale CP will meet enrollment as set by the district

High Priority

Evaluation Data Sources: Various district trackers (ADA, Persistence, Enrollment) War Room trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tiger Team will meet daily for the first two weeks to review all data, identify target students and strategize on next steps. **Strategy's Expected Result/Impact:** Meet Enrollment, ADA and Persistence goals **Staff Responsible for Monitoring:** All Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of follow through using ADA escalation matrix. **Root Cause**: Management and fidelity to the matrix and accountability is impacted by high volume of absences.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	College Counselor		$0.00
1	1	2	College Counselor		$0.00
1	2	1	College Counselor		$0.00
1	2	2	College Counselor		$0.00
1	3	1	College Counselor		$0.00
2	1	1	Train families at Curriculum Night how they can use manipulatives at home to practice math and reading		$1,200.00
2	1	1	Interventionist		$0.00
2	3	1	Interventionist		$0.00
2	4	2	Interventionist		$0.00
3	2	1	Incentives and trophies for stakeholder recognition		$521.08
3	2	2	Translate events into other languages to increase engagement and participation		$500.00
				Sub-Total	$2,221.08
				Budgeted Fund Source Amount	$2,221.08
				+/- Difference	$0.00
				Grand Total Budgeted	$2,221.08
				Grand Total Spent	$2,221.08
				+/- Difference	$0.00

IDEA Public Schools

Round Rock Tech College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 4, 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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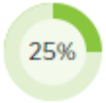
Priority Problem Statements

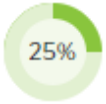
Goals

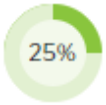
Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 85% of scholars will meet or exceed their growth goal on STAAR in Spring 2024 (HB3)

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach & Deveop Teachers and Leaders **Strategy's Expected Result/Impact:** 75-100% of teachers observed implement 1 action stesp per week 75-100% of teachers show consistent gainsin student exit ticket mastery an/or above 80% **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage in data-driven decision making **Strategy's Expected Result/Impact:** 100% of teachrs have an MSR and ambitious growth goals for every students they teach 100% of students have an updated daily tracker and know their goals and if they are on/offtrack to meet their goals **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Celebrate growth & academic excellence **Strategy's Expected Result/Impact:** 100% of GTLs host a semester and quarterly awards ceremony **Staff Responsible for Monitoring:** GTLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure ELLs Engage in Summit K-12 curriculucm **Strategy's Expected Result/Impact:** 100% of ELA teachers roll-out Summit K-12 curriculum 100% of EL scholars complete 30 minutes per day on Summit K-12 curriculum **Staff Responsible for Monitoring:** APIs; TC; ELA CTL, ELA teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage in data-driven decision making **Strategy's Expected Result/Impact:** 100% of teachers have an MSR and ambitious growth goals for every students they teach 100% of students have an updated daily tracker and know their goals and if they are on/offtrack to meet their goals **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Writing in all courses **Strategy's Expected Result/Impact:** 100% of teachers are proficient in GET 1B and add writing into daily lessons **Staff Responsible for Monitoring:** APIs; CTLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars engage in minutes weekly during elective, ela, and math courses **Strategy's Expected Result/Impact:** 100% of students engage in minutes weekly **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: CP: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach & Deveop Teachers and Leaders **Strategy's Expected Result/Impact:** 75-100% of teachers observed implement 1 action stesp per week 75-100% of teachers show consistent gainsin student exit ticket mastery an/or above 80% **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

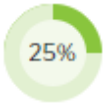
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage in data-driven decision making **Strategy's Expected Result/Impact:** 100% of teachrs have an MSR and ambitious growth goals for every students they teach 100% of students have an updated daily tracker and know their goals and if they are on/offtrack to meet their goals **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Celebrate growth & academic excellence **Strategy's Expected Result/Impact:** 100% of GTLs host a semester and quarterly awards ceremony **Staff Responsible for Monitoring:** GTLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 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			
	Formative			Summative
Strategy 1: Coach & Deveop Teachers and Leaders	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 75-100% of teachers observed implement 1 action stesp per week 75-100% of teachers show consistent gainsin student exit ticket mastery an/or above 80% **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Engage in data-driven decision making	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachrs have an MSR and ambitious growth goals for every students they teach 100% of students have an updated daily tracker and know their goals and if they are on/offtrack to meet their goals **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

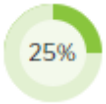
Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Celebrate growth & academic excellence	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of GTLs host a semester and quarterly awards ceremony **Staff Responsible for Monitoring:** GTLs				

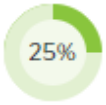
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure we hold monthly CCT meetings **Strategy's Expected Result/Impact:** 100% teachers and leaders present in CCT meetings **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure monthly drills are held and students and adults are pre-taught procedures **Strategy's Expected Result/Impact:** 100% of monthly drills are held **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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)); we will also use funds for these events

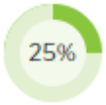
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure school hosts monthly parent engagement events **Strategy's Expected Result/Impact:** 90% of parents attend at least 1 event per quarter **Staff Responsible for Monitoring:** SSA **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Items for event - flyers, data folders, booth setup, - Title I, Part A (4120) - PAR - $1,197.11	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure teachers attend events **Strategy's Expected Result/Impact:** 100% of staff attend all academic events 100% of staff attend at least 2 team & family events **Staff Responsible for Monitoring:** SSA **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will execute lessons during culture camp and monthly culture days **Strategy's Expected Result/Impact:** 100% of teachers will execute lessons during culture camp and monthly culture days **Staff Responsible for Monitoring:** SSA				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

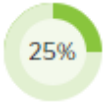
Performance Objective 4: CP: 100% of teachers send home 5 positive messages and week and ensure students & families receive weekly DeanList report
Required Strategy: Proactice Parent Communication using Deans List

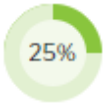
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Proactive Parent Communication **Strategy's Expected Result/Impact:** 100% of teachers send home 5 positive messages and week and ensure students & families receive weekly DeanList report Required Strategy: Proactice Parent Communication using Deans List **Staff Responsible for Monitoring:** SSA	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA RRTCP will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will be celebrated that are on track to meet attendance **Strategy's Expected Result/Impact:** 100% of students on track for attendance (no more than 1 absence per quarter) will receive recognition and free dress band monthly **Staff Responsible for Monitoring:** APO & GTLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students and Family Accountability **Strategy's Expected Result/Impact:** 100% of scholars and families are held accountable to escalation matrix **Staff Responsible for Monitoring:** APO & Escalation Stakeholders **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 (TEC 11.253(d)(10))

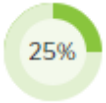
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data trackers **Strategy's Expected Result/Impact:** 100% of students from 6th-12th grade meet their goal **Staff Responsible for Monitoring:** PE teachers	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: CP: 100% of families receive daily communication and escalation warnings
Required Strategy: DeansList messaging and escalation matrix calls, and meeting

Evaluation Data Sources: DeansList communication
Escalation Meeting tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher enter in 5 messages weekly - 1 per day for first 5 minutes of conference **Strategy's Expected Result/Impact:** 5 message per week **Staff Responsible for Monitoring:** Amie Peters - SSA				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of direct managers hold SDC convos by the deadline **Staff Responsible for Monitoring:** Principal & AA	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA RRTCP is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 100% of staff are fully hired by May and fully onboarded by July **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	10%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 3: CP: IDEA RRTCP will have 90% of staff say on org wide survey that IDEA RRTCP is a Great Place to Work and recommended to another teacher
Required Strategy: relationships, structure for 2 way feedback, quarterly staff surveys, and appreciation plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build trust and team **Strategy's Expected Result/Impact:** 100% of staff complete a quarterly staff trust survey and results average 3.75-5.00 and increase.25% each survey round **Staff Responsible for Monitoring:** Principals and managers **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Appreciate & Celebrate Staff **Strategy's Expected Result/Impact:** 100% of appreciation dates on calendar happen **Staff Responsible for Monitoring:** Principal and AA **ESF Levers:** Lever 3: Positive School Culture	25%			

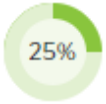
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: CP: IDEA Round Rock Tech has a 2:1 application to seat ratio by Lottery in February
Required Strategy: all staff attends 2 super recruitment days per semester

High Priority

Evaluation Data Sources: Application data
Teacher recruitment attendance day

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: all staff attends 2 super recruitment days per semester **Strategy's Expected Result/Impact:** Each Super Recruitment Day yields 1 app per person **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: CP: IDEA Round Rock Tech OPS team ensures we stay at 480 students throughout the year
Required Strategy: mid-year enroll schoalrs to offset open seats and add more scholars to grades with more interest

Evaluation Data Sources: Enrollment Data
Waitlist in other grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: mid-year enroll schoalrs to offset open seats and add more scholars to grades with more interest **Strategy's Expected Result/Impact:** We ensure total count is kept at 480 students throughout theschool year **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 3: CP: IDEA Round Rock Tech ensure 90% of current families attend parent events thorought the school year
Required Strategy: engage our current familes to prevent having to bring in new families

Evaluation Data Sources: Event RSVP data
Event Attendance data
Persistence Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure school hosts monthly parent engagement events **Strategy's Expected Result/Impact:** 90% of parents attend at least 1 event per quarter **Staff Responsible for Monitoring:** SSA **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure teachers attend events **Strategy's Expected Result/Impact:** 100% of staff attend all academic events 100% of staff attend at least 2 team & family events **Staff Responsible for Monitoring:** SSA **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Items for event - flyers, data folders, booth setup,	PAR	$1,197.11
				Sub-Total	$1,197.11
				Budgeted Fund Source Amount	$1,197.11
				+/- Difference	$0.00
				Grand Total Budgeted	$1,197.11
				Grand Total Spent	$1,197.11
				+/- Difference	$0.00

IDEA Public Schools

Rundberg College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 2, 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.

IRCP Specific Vision:

IDEA Rundberg College Prep exists to be the best school for preparing and matriculating all students to college. Rattlers will be engaged in authentic, rigorous learning experiences, held to high expectations, and cared for through intentional and joyful partnerships between students, staff, and families. This allows IDEA Rundberg College Prep to cultivate gritty, resilient, and self-driven learners who believe they have the power and responsibility to create change in their communities and society at large. IDEA Rundberg College prep will ensure each scholar reaches their true, boundless potential of becoming bold critical thinkers, passionate lifelong learners, and overall good people.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Rundberg sets high expectations for every student and goes the extra mile to ensure they realize their potential. Personalized learning, critical thinking skills, and mastery of core subjects is our recipe for success.

- **Total enrollment**: 711
- **Grades:** 6-12
- **Admission:** Open Enrollment Charter School
- **Location:** 9504 N Interstate 35 Frontage Rd, Austin, TX 78753
- **Special Programs**
- **CTE:** Computer Science and Photography emphasis
- **Athletics:** Flag Football, Soccer, Basketball, Cross Country, Volleyball, Track
- **AP for All:** Students take 9+ AP Courses before graduation

Demographics Strengths

• Our high expectations and student accountability lead to results such as 100% college matriculation.

• By ensuring equity, students have access to free standardized exams such as the ACT and AP exams.

• We value the development of the whole child, as we strive to balance mental health, physical health, and academia.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for 100% of students and parents to be invested in our college-going mission. **Root Cause:** 1. Lack of family education around the different college pathways and the benefits of each option before senior year.

Problem Statement 2: There is a need for new teacher development that contributes to varying classroom experiences in terms of behavior and academic expectations. **Root Cause:** 1. Lack of consistent Lead Team culture checks to ensure all classrooms are operating in a similar fashion.

Student Learning

Student Learning Summary

2021 – 2022 State Accountability

Domain 1 - Student Achievement: A-Rated

	% of students approaching grade level	% of students meeting grade level	% of students mastering grade level
English Language Arts	88%	66%	28%
Math	88%	54%	29%
Science	93%	69%	30%
Social Studies	81%	60%	40%

Domain 2 - School Progress: A -Rated

Domain 3 - Closing the Gaps: A-Rated

We earned 100% of distinctions which means we are performing in the top 25% of the state for similar schools our size and demographic.

All sub pops met their Domain 3 indicators. During the 2021 - 2022 school year we improved from the previous year by hitting our TELPAS goal (51% of students increased their TELPAS rating) and increasing our meets and masters in math.

100% of the Class of 2023 is on track to graduate. 100% of the Class of 2023 was accepted into a 4 year university. 97% of the Class of 2023 is on track to matriculate to college in the fall. The other 3% have enlisted in the military. 33% of the Class of 2023 is on track to matriculate to a Tier 1 or Tier 2 university on the fall. 17% of the Class of 2023 is on track to matriculate to a 2 year college in the fall.

100% of high school students are enrolled in 1 or more AP courses each year. 19% of the Class of 2023 are AP Scholars (Earned a 3 or higher on 3 or more AP Exams)

Percent of Students Who Have Passed 1+ AP Exams

- **Class of 2023:** 70%
  - Students have taken six – seven AP Exams
- **Class of 2024:** 18%
  - Students have only taken two - three AP Exams
- **Class of 2025:** 5%
  - Students have only taken one AP Exam

Student Learning Strengths

1. IDEA Rundberg College Prep has a strong culture that allows our SPED population to grow at least one performance band.

2. IDEA Rundberg College Prep special education program supports students intensively and exceeds the minimum required minutes in an individualized education plan.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to increase AP scores in 9th and 10th grade. **Root Cause:** 1. Lack of prioritizing history content in elementary and middle school. 2. Lack of exposure to reading non-fiction and writing across contents other than English.

Problem Statement 2: There is a need to increase student support for emergent bilingual students specially in high school. **Root Cause:** 1. Low attendance amone emergent bilingual students due to lack of confidence and low academic success 2. Student recieve reading and writing intervention aligned to TEKs but they do not recieve foundational language interventionist.

School Processes & Programs

School Processes & Programs Summary

Teacher Programs and Opportunities:

At IRCP, we are proud of the hard-working and talented team we work with. We know our teachers are some of the best because we have eight Level 5 teachers, ten Level 4 teachers and nine Level 3 teachers. Additionally, we have 5 TIA Designated teachers.

The best way we recruit high performing teachers is by referrals. By creating a school culture where high performing teachers are valued, it makes those teachers want to bring in others to work with them. We take teacher feedback throughout the year to improve our systems and procedures in order to make the work more sustainable. Teacher placement in contents and grade levels is determined by high quality teacher strengths, teacher coachability and student needs.

Our campus develops instructional leaders by weekly meetings to co-observe teachers to best find instructional & cultural strengths and areas of growth and collaboratively give lesson plan feedback. Each instructional leader manages content groups and each manages 2 grade levels at our school to maintain consistent rewards and consequences for those students in their grade level. During our instructional and culture rounds, instructional leaders collect data and determine professional development for teachers based on our observations. We usually differentiate PD so that teachers at different levels get support tailored to their strengths and needs. Our students also give teachers feedback in the form of Teacher Career Pathway surveys that help evaluate our staff members from their perspective.

Student Programs & Opportunities:

All 8^{th} and 9^{th} grade students completed CTE classes this year on Touch Systems and Data Entry and Professional Communications. In the next years, the classes will become Audio Visual Communications classes in order to prepare students for careers in the digital world.

Here is our persistence per each grade level. Our overall persistence is 92.94%.

Here are some questions that students answer in order to give our teachers and our school feedback:

Procedures:

Each student at IRCP has a Chromebook or laptop for them to use in class and at home to complete their homework. Teachers are encouraged to give students work on their laptops in class during the day in order to teach them skills they will need to be successful in college and beyond as well as get them prepared to take assessments online. All students and staff also have Microsoft TEAMS accounts in order to have a platform to organize class assignments and open communication between all members of our organization.

Our middle school classes are 90 minute class rotations that include 4 core classes and 2 electives daily. Our high school classes are 60 minute class rotations that also include core classes and electives based on student graduation plans. All high school students are enrolled in at least 1 AP class starting their freshman year and all our students will take at least 10 AP classes by the time they graduate. Middle school teachers get one planning period and high school teachers get 2 each day. Each content team has a common planning period so that they can collaborate in PLCs. Our school day starts at 7:30 and ends at 3:45. Fridays we host an afterschool homework tutoring for students that didn't complete homework during the week until 5:00. Summer school is an option for students that need credit recovery or to gain seat time for students with excessive absences.

On our campus, we have grades kindergarten through 12^{th} grade which allows us to help with transitions from key milestones. Our 5^{th} graders get to come over to our middle school one day to experience our school before joining on the first day, our 8^{th} graders and their families attend a transition night to prep them for high school and our 11^{th} graders do the same but in preparation for their senior year.

Our classroom management hierarchy is the same from 6^{th} grade to 12^{th} grade which allows for students and staff to have more consistency and know what to expect from room to room in our building. In order to keep students in the classrooms, teachers call for Admin Swaps that allow an administrator to come to the room to help intervene with the necessary next steps, usually resulting in the student returning to class reset and ready to learn.

School Processes & Programs Strengths

At IDEA Rundberg, our teachers feel supported in the way that they have the ability to work one on one with their coaches through 2x2 conversations, differentiated personal development, and shadowing high performing teachers. To begin a successful career at IDEA, our first-year teachers are invited to participate in a New To IDEA training course to make sure they become accustomed to the culture of our school.

At IDEA Rundberg, our students are given the opportunity to take electives that prepare them for the real world such as the CTE courses that teach them to use office skills and learn more about the digital world and how it can lead to a career. The use of computers throughout their course work also allows them to become accustomed with skills that will carry them through college.

At IDEA Rundberg, we strive to have strong culture to ensure our scholars are thriving academically. We do this by having consistency in behavior, discipline, and support. We also ensure that families are prepared for the next step in their students' academic career by having Transition Nights where we restamp the expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase teacher retention because it has consistently decreased throughout the years. **Root Cause:** What is expected of teachers changes several times throughout the year due to responding to our school's areas of growth, which is especially difficult for new teachers to manage with all the other responsibilities they are learning about handling.

Problem Statement 2: There is a need to get more resources that give students access to the curriculum. **Root Cause:** ESL students are not getting the support needed because there is a lack of training for teachers because that knowledge is not easily transferable, which then creates a gap.

Problem Statement 3: There is a need to invest teachers, students and families in our behavior consequences because currently they are not always effective. **Root Cause:** The whole team does not carry out consequences consistently or effectively because they are properly not trained to hold students accountable or are not bought into the systems we currently have.

Perceptions

Perceptions Summary

2022-2023
IDEA Rundberg College Prep has 100% seniors meeting graduation requirements and college matriculation
IDEA Rundberg College Prep has a contracted Social Worker through Austin Public Health.
Currently IDEA Rundberg College Prep's has a 84% teacher retention which has increased from last year's 76.39% retention rate.
92% of families attended the Fall Festival 96% of 8th grade families attended the 8th grade transition night IDEA Rundberg College Prep uses programs such as Cardstock and Language Line to close language barrier gaps. Some gaps barrieres taht prevent participation from parents/ guardians/ community are parents intensive work schedules, transportation barriers, and technology access / knowing how to use it.

Perceptions Strengths

- IDEA Rundberg College Prep has consistent high engagement in our "Meet the Teacher Night"

- IDEA Rundberg College Prep has a consistent ladder in place for bullying reports

- IDEA Rundberg College Prep has a high quantity of parent outreach

- IDEA Rundberg College Prep hosts 8th to 9th and 11th to 12th Transition nights where we show parents what their student should expect next year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for increased security at dismissal and after school. **Root Cause:** 1. Lack of communication between Academy and College Prep. 2. Lack of accountability for staff members being in the correct dismissal duty spots.

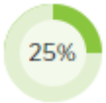
Problem Statement 2: There is a need for student and parent investment around consequences seriously. For example, lunch reflection and west wing. **Root Cause:** 1. Students and families are not bought into the why behind these systems 2. Low teacher retention causes inconsisten use of the systems

Priority Problem Statements

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent use of Mastery Prep Materials in grades 10 and 11 **Strategy's Expected Result/Impact:** Increase ACT Average **Staff Responsible for Monitoring:** Ms. Sanchez **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a culture of celebration around ACT scores **Strategy's Expected Result/Impact:** Increase ACT Average **Staff Responsible for Monitoring:** Ms. Sanchez **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 60% of juniors are exempt by end of year **Strategy's Expected Result/Impact:** Lower the number of seniors who need TSIA remediation **Staff Responsible for Monitoring:** Ms. Benavides **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorperate disciplinary literacy on all classrooms **Strategy's Expected Result/Impact:** Increase TELPAS scores specifically in Writing and Speaking **Staff Responsible for Monitoring:** Ms. Summers **TEA Priorities:** Build a foundation of reading and math	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Emergent Bilingual Strategy Professional Development offered at least once a semester **Strategy's Expected Result/Impact:** Increase TELPAS scores specifically in Writing and Speaking **Staff Responsible for Monitoring:** Ms. Gutierrez **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Educate all staff members on HB4545 and ensure they know who their HB4545 students are **Strategy's Expected Result/Impact:** Move HB4545 students to approaches **Staff Responsible for Monitoring:** Ms. Meeks **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly data huddle around HB4545 students **Strategy's Expected Result/Impact:** Move HB4545 students to approaches **Staff Responsible for Monitoring:** Ms. Meeks **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of SPED students receive required minutes **Strategy's Expected Result/Impact:** 70% of SPED Students attain approaches in STAAR by June 2024 **Staff Responsible for Monitoring:** Ms. Anderson **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing	15%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increase meets by 5% **Staff Responsible for Monitoring:** Ms. Summers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase disciplinary literacy in all contents **Strategy's Expected Result/Impact:** 5% increase in Meets **Staff Responsible for Monitoring:** Ms. summers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

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

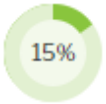
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly door audits **Strategy's Expected Result/Impact:** Proficient safety score card rating **Staff Responsible for Monitoring:** Ms. Daniels **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly Campus Crisis Team Meetings **Strategy's Expected Result/Impact:** Proficient safety score card rating **Staff Responsible for Monitoring:** Ms. Daniels **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase attendance at parent events **Staff Responsible for Monitoring:** Ms. Varise **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE / RTTC teacher conduct lessons in place of class. **Strategy's Expected Result/Impact:** Increase persistence **Staff Responsible for Monitoring:** Ms. Varise **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Rundberg Colleg Prep will achieve a 96% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily homeroom calls **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** Ms. Daniels	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement Attendance Matrix **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** Ms. Daniels **ESF Levers:** Lever 3: Positive School Culture	10%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bi-weekly data meetings with PE coaches around MVPA **Strategy's Expected Result/Impact:** 900 MVPA Mins for all students **Staff Responsible for Monitoring:** Ms. Summers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	N/A			

 No Progress Accomplished Continue/Modify Discontinue

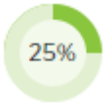
Goal 5: Increase staff retention

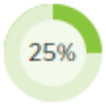
Performance Objective 1: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase in staff retention **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	15%			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 5: Increase staff retention

Performance Objective 2: IDEA Rundberg College Prep is 90% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Teacher Retention **Staff Responsible for Monitoring:** Ms. Summers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Once a semeter staff pulse points **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Ms. Summers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

San Benito College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 2023

Mission Statement

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

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

Vision

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

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

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: August 31, 2023

Demographics

Demographics Summary

Our campus serves students in San Benito, Harlingen and surrounding areas. 100% of our students graduated from high school in 2022 and 84% earned CCMR points. Below is our Demographic breakdown:

% Average Daily Attendance	95.6%
% Overall Persistence	96.26
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6%
% ELL	28.8%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.91%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%

% Average Daily Attendance	95.6%
% Native-Hawaiian-Pacific-Islander	0
% White	3.65%
% Male	47.72%
% Female	52.28%

See PDF addendum for more information

Demographics Strengths

- We have met student persistence goal of 90% or higher for three years in a row
- Our ADA grew from 93% to 95.6% this school year
- We are fulfilling our mission by serving 80% economically disadvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students and parents don't feel safe at our campus **Root Cause:** Students and parents are unaware of our safety measures, systems and protocols

Problem Statement 2 (Prioritized): Students leave our campus to attend traditional campus **Root Cause:** Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Problem Statement 3 (Prioritized): Our campus did not meet attendance target **Root Cause:** Lack of a consistent response to poor attendance

Student Learning

Student Learning Summary

Our campus has not received official state results yet. Last year, we earned a 92 (an A rating from TEA). Student Achievement was 92, School Progress was 94 and Closing the Gaps was 88. We received distinctions in ELA, Math and Post Secondary Readiness. We also met our targets for TELPAS, Special Education and Economically Disadvantaged students. In addition, we earned the status of AR Honor Roll School and iLearning Honor Roll School. Areas for improvement are in math subpopulations for Domain 3 and AP Scholars.

As we prepared for the new STAAR/EOC exams, we identified gaps in writing across all grade levels. In addition, only 84% of our seniors were able to earn CCMR points.

See PDF in Addendum for more information.

Student Learning Strengths

- 100% graduation rates
- 100% matriculation
- On Track to graduate rate for 6-12 is 98%
- Mock data prediction: 89
- Strong data tracking systems for students and teachers
- Two full CTE programs available to scholars (Biomedical and Computer Science)
- Growth of EL students in TELPAS
- AR honor roll school
- iLearning honor roll school
- Overall student academic growth in math 6-8

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle on writing tasks **Root Cause:** Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

Problem Statement 2 (Prioritized): The percent of seniors earning CCMR points has decreased over the past year. **Root Cause:** Our campus relied solely on TSI to earn these points

Problem Statement 3 (Prioritized): Social Studies scores for students in 8th grade have not improved in the last three years. **Root Cause:** Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.

School Processes & Programs

School Processes & Programs Summary

Our campus systems have become stronger and more efficient over the past three years. Our API's manage consistent coaching loads of 10 to 12 teachers. . Our professional development sessions have focused on TEKS instruction and intervention strategies for struggling learners. Culture was also an area of focus for our campus. Systems such as culture rounds, instructional rounds and team meetings have yielded positive results and have improved our systems and procedures. Two areas where we need to continue to grow is in ourCTE program and our EL support system.

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 reatins 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): EL students did not meet the expected district growth target of 42% **Root Cause:** EL students need more practice with speaking skills

Problem Statement 2 (Prioritized): Our CTE program only produced 3 Industry based certifications **Root Cause:** Students need hands on training and practice for these examinations

Problem Statement 3 (Prioritized): Our students in Special Education are not making progress on their state and national assessments **Root Cause:** General education teachers need knowledge pf students' needs and training on accommodations

Perceptions

Perceptions Summary

Our high school graduation rate is 100%, and for the past 10 years, IDEA College Prep San benito has matriculated 100% of our graduates to college. We met our student persistence goal of 90%, but our new student persistence rate is 80%. Families have shared that they leave our campus because students want a more traditional school experience such as sports, clubs and different career pathways.

Student and staff survey trends:

- Top responses: My teacher respects the students in class(4.6) & My teacher makes sure all students in class are successful (4.6)
- Lowest responses: I am excited to go to school (3.5), I have fun at school (3.7), & My classmates behave the way my teacher expects them too -.3 (4.2)

Great Places to Work

- Top response: My work is meaningful
- Lowest response: IDEA is an emotionally safe place to work

Staff Retention:

For the first time in 3 years, our staff turnover rate has dropped. We lost 2 teachers the first week of school, and 2 more the 2nd semester. In addition, teachers absenteism has increased.

Perceptions Strengths

Great places to work strengths:

1. I have at least one close friend at work (90%)
2. My work is meaningful (89%)

Our staff members feel connected to one another, they operate as teams and they find their work meaningful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New student persistence was below 90% target: 80% **Root Cause:** Our campus did not have solid communication systems to engage with parents

Problem Statement 2 (Prioritized): Our campus did not meet Great Places to Work target of 80 average. **Root Cause:** Staff stated that they did not feel that our district is an emotionally safe place to work

Problem Statement 3 (Prioritized): New staff members do not stay at our campus **Root Cause:** New staff do not receive the onboarding and support needed to feel invested at IDEA

Priority Problem Statements

Problem Statement 1: Students and parents don't feel safe at our campus
Root Cause 1: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus did not meet attendance target
Root Cause 2: Lack of a consistent response to poor attendance
Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of seniors earning CCMR points has decreased over the past year.
Root Cause 3: Our campus relied solely on TSI to earn these points
Problem Statement 3 Areas: Student Learning

Problem Statement 4: EL students did not meet the expected district growth target of 42%
Root Cause 4: EL students need more practice with speaking skills
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our CTE program only produced 3 Industry based certifications
Root Cause 5: Students need hands on training and practice for these examinations
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: New student persistence was below 90% target: 80%
Root Cause 6: Our campus did not have solid communication systems to engage with parents
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our campus did not meet Great Places to Work target of 80 average.
Root Cause 7: Staff stated that they did not feel that our district is an emotionally safe place to work
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students leave our campus to attend traditional campus
Root Cause 8: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings
Problem Statement 8 Areas: Demographics

Problem Statement 9: Students struggle on writing tasks
Root Cause 9: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Social Studies scores for students in 8th grade have not improved in the last three years.
Root Cause 10: Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: Our students in Special Education are not making progress on their state and national assessments
Root Cause 11: General education teachers need knowledge pf students' needs and training on accommodations
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: New staff members do not stay at our campus
Root Cause 12: New staff do not receive the onboarding and support needed to feel invested at IDEA
Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Retain 85% of our campus staff by the end of the 2023-24 school year

High Priority

Evaluation Data Sources: Evaluation sources: 2x2's, mid-year staff survey and GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure manager and employee have a positive and supportive relationship **Strategy's Expected Result/Impact:** Teachers feel supported and emotionally safe **Staff Responsible for Monitoring:** managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide consistent and clear communication regarding campus activities such as testing, events, changes to schedule, parent concerns and celebrations. **Strategy's Expected Result/Impact:** Teachers know ahead of time what is going on at campus and feel empowered, hence a positive school climate **Staff Responsible for Monitoring:** Campus Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure all new staff receive positive onboarding and a mentor **Strategy's Expected Result/Impact:** Retain our new staff members **Staff Responsible for Monitoring:** Lead team and GLL's **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average. **Root Cause**: Staff stated that they did not feel that our district is an emotionally safe place to work
Problem Statement 3: New staff members do not stay at our campus **Root Cause**: New staff do not receive the onboarding and support needed to feel invested at IDEA

Goal 1: Increase staff retention

Performance Objective 2: Improve Great Places to Work survey results from a 74 average to an 80 average of all statements.

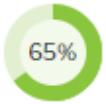
High Priority

Evaluation Data Sources: GPTW survey data, 2x2's, pulse checks, check-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher retention committee includes teachers' input **Strategy's Expected Result/Impact:** Teachers will feel their opinion matters **Staff Responsible for Monitoring:** Principal, school counselors and committee members **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers celebrate teachers through praise, shout outs and support **Strategy's Expected Result/Impact:** Teachers and staff members feel supported and appreciated **Staff Responsible for Monitoring:** all managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Survey teachers and gather input on how to make our campus an emotionally safe place **Strategy's Expected Result/Impact:** Clear understanding of teachers' perspective **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Principal will partner with Human Assets Team to recruit highly effective teachers through recruitment events and ongoing communication. **Strategy's Expected Result/Impact:** Campus will attract, hire, onboard and retain highly effective teachers. **Staff Responsible for Monitoring:** Principal, lead team and Human Assets Partner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average. **Root Cause**: Staff stated that they did not feel that our district is an emotionally safe place to work
Problem Statement 3: New staff members do not stay at our campus **Root Cause**: New staff do not receive the onboarding and support needed to feel invested at IDEA

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Improve parent communication regarding college acceptance and financial aid.

High Priority

HB3 Goal

Evaluation Data Sources: Acceptance letters, awarded financial aid award letters, College orientation dates, college schedules

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen our financial aid support systems **Strategy's Expected Result/Impact:** Families will feel confident and comfortable becasue their children will have financial means to attend college. **Staff Responsible for Monitoring:** College counselors and principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a strong communication system for parents of seniors to keep them updated on college application and acceptance process. **Strategy's Expected Result/Impact:** Parents will be knowledgeable and supportive throughout college application process. **Staff Responsible for Monitoring:** College counselors and principal **Title I:** 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	55%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions	
Problem Statement 1: New student persistence was below 90% target: 80%	**Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Increase ACT and TSI scores for class of 2024 which will lead to more college acceptances and more scholarships.

High Priority

HB3 Goal

Evaluation Data Sources: Mock ACT scores and ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a stronger system to improve ACT scores in RTTC course using Mastery Prep. **Strategy's Expected Result/Impact:** Higher ACT scores will lead to students getting accepted to more T1/T2 colleges as well as more scholarships and aid. **Staff Responsible for Monitoring:** College counselors, ACT teacher and principal **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase student practice time on ACT questions through rotations with content teachers during CCR (College Career Readiness) period. **Strategy's Expected Result/Impact:** Students will practice and improve content skills needed to improve their ACT				

scores **Staff Responsible for Monitoring:** Content teachers, RTTC teachers and College Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** College Counselor - Federal Grant	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The percent of seniors earning CCMR points has decreased over the past year. **Root Cause**: Our campus relied solely on TSI to earn these points

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase our STAAR Social Studies scores

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessments, Mock exams and STAAR/EOC scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify students who failed STAAR reading and place them in appropriate intervention and track their progress. **Strategy's Expected Result/Impact:** Struggling students will have a solid instructional support system to close their academic gaps **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide training and TEKS aligned instructional resources to teachers **Strategy's Expected Result/Impact:** Teachers will better prepare students for STAAR/EOC exams because students will have multiple opportunities to practice and demonstrate mastery of TEKS **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 3: Social Studies scores for students in 8th grade have not improved in the last three years. **Root Cause**: Our campus has not prioritized this course with appropriate curriculum, resources and coaching needed for growth and success.

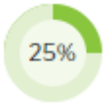
Goal 3: IDEA achieves an A rating

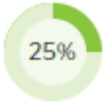
Performance Objective 2: Increase STAAR performance and growth for all special population students in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessment data, exit tickets, Mock exams and STAAR/EOC scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track data for sub-populations and special education students to provide targeted interventions in domains 1-3 through the Locus dashboard. **Strategy's Expected Result/Impact:** All students including sub-populations and special education students will increase scores **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide strategic tutoring for special education, EB students and HB4545 students to push from meets to masters in Reading and Math **Strategy's Expected Result/Impact:** Students will improve their Reading and Math skills and will achieve higher assessment scores **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 3 **Funding Sources:** Workbooks and study material for home use - Title I, Part A (4120) - PAR - $3,057.07				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train parents on reading and math strategies that will help scholars practice skills at home **Strategy's Expected Result/Impact:** Parents will be invested in their children's academic growth and development **Staff Responsible for Monitoring:** API's and math and reading teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Students requiring accelerated learning support will receive the proper time and aligned resources to master content. **Strategy's Expected Result/Impact:** Students will meet their hourly requirements by deadline. Student growth and mastery on STAAR/EOC exams. **Staff Responsible for Monitoring:** Teachers and API's and accelerated learning point person				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills
Problem Statement 3: Our students in Special Education are not making progress on their state and national assessments **Root Cause**: General education teachers need knowledge pf students' needs and training on accommodations

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% of EL/EB students will make 1 level composite growth in TELPAS

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Mock scores and TELPAS exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: EL/EB students will practice speaking skills during RTTC lessons, making speeches and recording themselves prior to exam **Strategy's Expected Result/Impact:** EL/EB students will practice speaking and feel confident prior to TELPAS **Staff Responsible for Monitoring:** RTTC teachers, API's, and principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: EL/EB students will practice writing skills across curriculum and receive feedback to improve their writing **Strategy's Expected Result/Impact:** EL/EB students will write well-developed, strongly organized essays in all content areas **Staff Responsible for Monitoring:** Teachers and API's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills

Goal 3: IDEA achieves an A rating

Performance Objective 4: Increase percentage of students meeting CCMR requirement

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase number of AP courses offered so students pass at least 1 before graduation **Strategy's Expected Result/Impact:** Increased number of students pass at least 1 AP exam which will qualify as a CCMR point **Staff Responsible for Monitoring:** AP Coordinator and College Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide TSI preparation for students and track their progress **Strategy's Expected Result/Impact:** Students will pass TSI and earn a CCMR point **Staff Responsible for Monitoring:** College Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase the number of students earning Industry Based Certifications (IBC's) through our CTE program **Strategy's Expected Result/Impact:** More students will earn IBC's which will help our CCMR points **Staff Responsible for Monitoring:** CTE teachers and college counselors				

TEA Priorities:
Connect high school to career and college

Problem Statements: Student Learning 2 - School Processes & Programs 2

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: The percent of seniors earning CCMR points has decreased over the past year. **Root Cause**: Our campus relied solely on TSI to earn these points
School Processes & Programs
Problem Statement 2: Our CTE program only produced 3 Industry based certifications **Root Cause**: Students need hands on training and practice for these examinations

Goal 4: Increase student daily attendance

Performance Objective 1: Average daily attendance will increase from 93.7% to 97% for the 2022-23 school year

High Priority

Evaluation Data Sources: Daily attendance and escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily call center team will contact absent students and document and track absences **Strategy's Expected Result/Impact:** Fewer students will be absent because parents will feel school cares about their child **Staff Responsible for Monitoring:** APO, SIS and teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Pro-active attendance incentives will encourage students to attend school daily **Strategy's Expected Result/Impact:** Improved attendance rates **Staff Responsible for Monitoring:** APO and Grade Level Leaders **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 3: Our campus did not meet attendance target **Root Cause**: Lack of a consistent response to poor attendance

Goal 5: Increase student persistence

Performance Objective 1: Students will be engaged and invested in our campus

High Priority

Evaluation Data Sources: Student withdrawals and exit ticket surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Persistence Pow wow and mission list will be used to identify and intervene with persistence concerns. **Strategy's Expected Result/Impact:** Students of concern will be flagged so that we can contact families **Staff Responsible for Monitoring:** School counselor, APO and teachers **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase opportunities for students to join clubs and activities **Strategy's Expected Result/Impact:** Students will feel a sense of belonging and will persist at school **Staff Responsible for Monitoring:** Club sponsors and principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	20%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 2: Students leave our campus to attend traditional campus **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Goal 5: Increase student persistence

Performance Objective 2: Increase new student persistence from 80% to 90%

High Priority

Evaluation Data Sources: Student withdrawals and exit ticket surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each new IDEA family will receive a phone call from their homeroom teacher welcoming them and sharing communication tools with them **Strategy's Expected Result/Impact:** New families will feel connected and know who to call for assistance **Staff Responsible for Monitoring:** School counselor and teachers **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Families will receive invitations and outreach to attend family engagement events from GLL's **Strategy's Expected Result/Impact:** Families will feel welcome and informed **Staff Responsible for Monitoring:** GLL's **Problem Statements:** Demographics 1	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols

Goal 5: Increase student persistence

Performance Objective 3: Our school is a physically and emotionally safe place for students

High Priority

Evaluation Data Sources: Students rate the statement "I feel safe at school" a 4.5 out of 5 on safe school survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students are engaged in daily Move this World activities. **Strategy's Expected Result/Impact:** Students learning coping mechanisms to regulate their emotions **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students engage in monthly safety and security program training as well as required monthly safety drill practice **Strategy's Expected Result/Impact:** Students feel safe at school and are prepared for incidents that may occur on campus **Staff Responsible for Monitoring:** all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols

Goal 5: Increase student persistence

Performance Objective 4: Students will participate in our campus coordinated health program

High Priority

Evaluation Data Sources: Survey data, fitness gram exams and active minutes logged in PE classes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Healthy Kids Here nutrition guidelines **Strategy's Expected Result/Impact:** Students will develop healthy eating habits **Staff Responsible for Monitoring:** school nurse **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will participate in sports and exercise in our PE and athletic programs to help them develop healthy physical activity habits **Strategy's Expected Result/Impact:** Students will engage in physical activities and be active and healthy **Staff Responsible for Monitoring:** PE teachers, coaches and principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students and parents don't feel safe at our campus **Root Cause**: Students and parents are unaware of our safety measures, systems and protocols
Problem Statement 2: Students leave our campus to attend traditional campus **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Title I Personnel

Name	Position	Program	FTE
	RTTC I TEACHER 9TH GRADE		1
	SCHOOL COUNSELOR		1
	SR. COLLEGE COUNSELOR		1
	SR. DIRECTOR OF COLLEGE COUNSELING		1
Alyssondra Mesa	RTTC 1 Teacher	Title 1	1
Claudia Villalobos	College Counselor	Title I	1
Erika Rodriguez	Director of College Counseling	Title 1	1
Veronica Flores	College Counselor	Title !	1

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Workbooks and study material for home use	PAR	$3,057.07
				Sub-Total	$3,057.07
				Budgeted Fund Source Amount	$3,057.07
				+/- Difference	$0.00
				Grand Total Budgeted	$3,057.07
				Grand Total Spent	$3,057.07
				+/- Difference	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	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.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP scores	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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 number of withdrawals or offenses. All other data points should reflect 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		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.	Complete		Action Required	

IDEA College Prep San Benito

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
1E	Identify students who failed STAAR/EOC and place them in appropriate intervention	S	ELL/S	API's	August 8-May 26	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth
1A	Develop college identity in middle school through pro-active touchpoints with CC's	O	All	Casey Theivagt	August 8-May 26	CC ssope and sequence for MS	Attendance and surveys for sessions	HS transition attendance and persistence numbers
2B,C	Family engagement activities calendared, planned and communicated throughout school year	O	All	Janette Loftis	August 8-May 26	calendar, planning time, budget for decorations, awards and recpgnitions	Attendance and surveys for sessions	Persistence and attendance numbers
2B,C	SEL/CCR implementation during academic block, differentiated to meet students' needs	DR	All	Janette Loftis and Erika Rodriguez	August 8-May 26	CCR/SEL Scope and sequence and Move your World curriculum and training	Walk-through/coaching/observations	Attendance, persistence and discipline reports
2B	Clean up Powerschool data and implement REMIND as school's communication system	O	All	Jose Lopez	July 6-May 25	Registrar cleans up PowerSchool and BOY training on communication protocol	All grade teams using REMIND	Parent survey
2C	Meet the teacher and back to school kick-off to support persistence and enrollment	O	All	Carrie Sauceda	August 7,2020	GRPI created by lead team, clear roles, excellent communication and teacher engagement	GRPI with clear expectations	90% or higher attendance for Meet the teacher
1E	Early intervention with OTG concerns and academic accountability	O	All	Erika Rodriguez, GLL's and API's	August 8-May 26	OTG tracker, OTG task force	Grade reports and tactcal data deck	OTG quarterly reports and # of students being retained
2C	GRPI for student persistence	O	All	Janette Loftis	July 20, 2020-August 10, 2021	Clear, schoolwide strategies, purchase student incentives, celebrations and fun activities for students	GRPI and timeline	Persistence numbers, student and parent surveys
2B,C	Roll out and investment in Culture priorities	DR	All	Moriah Jones, Janette Loftis and Carla Pereira	August 3-May 25	BOY Culture Walk-through form and culture tenet training	BOY Culture Walk-thro	Teachboost ratings, culture ratings and discipline reports
1I	Content support for ACT prep	A	All	Erika Rodriguez	September 3-May 25	Training, ACT resources, data tracking	ACT prep GRPI	ACT scores increase
1B	Identify T1/T2 students early and differentiate for these students	O	All	Casey Theivagt	September 3-May 25	Training, messaging and investment strategies	Use scores to identify stu	Retention of top students and increase in T1/T2 acceptances and matriculation
1E	Updated intervention plan to include students who did not pass STAAR in 2021	S	ELL/S	Carla Pereira	August 9-May 27	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth

IDEA College Prep San Benito

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1D	AP Scholars GRPI and tracking	AP	All	Moriah Jones	July 11-May 27	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
2A/1E	Training for TEKS aligned instruction	S	All	Carrie Sauceda	August 3-7 and ongoing	AST developed training or outside training	Walk-through/coaching/observations	Teachboost Ratings
1D	Training for AP teachers	AP	All	Moriah Jones	Summer 2022	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
1C	Ensure all seniors have a track to earn CCMR points	O	All	College Counselors	August 8-May 26	TSI resources and industry certification options for seniors	Tracker , TSI resources, teacher accountability and boot camps	CCMR audit: 100% of seniors earn CCMR point
1E	Utilize GLL's and content leaders to assist with culture and instructiional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve
1E	EL/EB students will practice speaking skills during RTTC lessons	O	ELL	API's	August 8-May 26	Recorders, teacher training and lesson plans incorporating speaking and listening practice	Observations	Mock data and TELPAS scores improve to 42% growth

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%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

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

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	53%
% of CSI Passing STAAR	29%
% of SPED Passing STAAR	46/17/4 = 26

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76	87	88	n/a	72	82
% Meets	50	62	71	n/a	54	67
% Masters	25	45	50	n/a	13	11
% Student Achievement Average	50	65	70	n/a	46	53

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	58%	69%	% Score 1-3	n/a	26%	73%
% Score 2	22%	23%	% Score 4-5	n/a		
% Score 3+	21%	9%	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. Implementation of the 5 steps to Reading success across the entire content	1. Need a common writing strategy for ELA
2. Data tracking by student performance	2. Practice with computer based texts and assessments
3. Strategic tutoring and intervention groups	3. Training on TEKS and new testing format

IDEA College Prep San Benito

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	71	70	94		
% Meets	44	39	65		
% Masters	16	23	47		
% Student Achievement Average	44	44	69		
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	38%	n/a	100%	**% Score 1-3**	n/a
% Score 2	23%	n/a	0	**% Score 4-5**	n/a
% Score 3+	39%	n/a	0	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1.All math team was invested in helping improve STAAR scores (tutoring, intervention, groups)	1. Revamp 6th and 7th grade curriculum to include direct instruction and additional practice
2.API provided direct content support for teachers (revamped Algebra instruction)	2. Align iLearning topics to 6th and 7th grade courses
3. Domain 3 groupings provided targeted interventions to push students from meets to masters	3. Proper tools and practice with math tools

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	86/59/35	93/81/64

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	n/a	93
% Meets	n/a	72
% Masters	n/a	33
% Student Achievement Average	n/a	66

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	68%	n/a	n/a	68%	% Score 1-3	n/a
% Score 2	18%	n/a	n/a	18%	% Score 4-5	n/a
% Score 3+	14%	n/a	n/a	14%	% Score 6-7	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Team is experienced with strong content knowledge and pedagogy	1. Teachers need to conduct labs and teach lab reports
2. Strong record of results for AP Bio and Bio	2. More hands on activities
3. Addition of AP Environmental Science	3. Chemistry continues to be a concern due to low results

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	92/64/54	97/74/49

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	69	94
% Meets	28	74
% Masters	15	52
% Student Achievement Average	37	73

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	74%	54%	82%	83%	91%	% Score 1-3	n/a
% Score 2	15%	34%	16%	6%	4%	% Score 4-5	n/a
% Score 3+	11%	12%	2%	12%	4%	% Score 6-7	n/a

Reflections

Areas of Strength	Areas of Need
1. Humanities team (content leader and 11th US history) assisted with 8th grade social studies tutoring	1. Aligned curriculum for 8th grade
2. Use of online platform for exit tickets and bi-weekly quizzes	2. Tracking individual students' progress
3. Boot camps assisted with targeted practice on most tested TEKS	3. Common writing process for Huminities

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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	1%	22%	3%	1%	40%
% Intermediate	18%	38%	23%	10%	
% Advanced	40%	29%	25%	52%	
% Advanced High	43%	3%	41%	37%	

Reflection	
Areas of Strength	**Areas of Need**
1. TELPAS Tuesday training for staff members	1. Students need practice speaking and respnding to questions outloud
2. TELPAS tutoring groups durin CCR	2. Earlier identification of EL students and their accommodations
3. Teacher understanding of TELPAS processes	3. Better tools (recorders, computers, microphones, anchor charts)

IDEA College Prep San Benito

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	**83%**	**17%**	**58%**	**28%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
8%	20%	7%	65%	86%	81%
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**
17%	18%	16%	n/a	n/a	1%

Reflections	
Areas of Strength	**Areas of Need**
1 Early identification of T1/T2 students	1 Earlier, better established college going identity
2 Strategic college list with stronger consideration of financial aid	2 Strategic groupings to ensure CCMR points are earned
3 Open, frequent parent communication	3 Stronger content support to boost ACT scores

IDEA College Prep San Benito

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	98%
% Teacher Retention	95%
% Campus Support Retention	94%
% SPED Certified Teachers	100%
% State/National Certified Teachers	53%
% State Certified Leaders	50%
% State/Board certified Counselors	1%
Number of teacher applicants per 2020-21 school year	pending info. from HR

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher retention committee, and pro-active recognition and celebration of staff throughout school year	1. Ensure teachers need supplies needed to do their job
2. Consistent coaching	2 Continue to work on areas identified in GPTW data: Respect and Credibility
3. Most teachers have a friend and feel connected to campus	3 Consistent and clear communication regarding campus (testing, events, changes to schedule)

IDEA San Benito

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.20%
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific-Islander	0
% White	4.06%
% Male	49.02%
% Female	50.98%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Attendance was not met, but was one of the highest in RGV	1. Poor onboarding led to new students and families leavings
2. Eco Dis numbers increased due to strategic outreach to families	2. Lack of family engagement activities
3. Better tracking of new students	3. Discipline incidents impacted culture and persistence

IDEA College Prep San Benito

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	88%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	85%
% 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. EOY evening awards and sports awards were very well attended	1. Need monthly family engagement events during the evening tailored to grade levels
2. 8th grade HS preview night was well attended (92%)	2. Improve parent communication through REMIND, Facebook and parent newsletter
3. Weekly positive parent calls improved communication between teachers and parents	3. Calendar events and invite staff members for planning purposes; set attendance expectations

IDEA Public Schools

South Flores College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 17, 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**

At South flores, we are committed to the development of students according to the **IB learner profiles**.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

- Reflective

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the Heart of the South side of San Antonio Texas, SOFLO houses a diverse group of students, where we all work as one unit to overcome adversity and close the achievement gap.

Demographics Strengths

The strength of our Demographics at SOFLO is the diversity within our students and our special education programs at IDEA public schools. With our students coming from different backgrounds, cultures, and beliefs, at Idea South Flores, we all work as one tight community supporting one another as we strive towards success. Our special programs collaborate with district, campus staff, and parents to develop and implement programs and activities to meet the needs of all students. We ensure that all students receiving special services are fully included in SOFLO instructional and extracurricular programs in accordance with the least restrictive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education department at SOFLO lacked the adequate amount of certified special education teachers. **Root Cause:** At SOFLO our special populations numbers keep increasing causing huge caseload numbers that become overwhelming amounts of paperwork/service minutes for teachers to complete. We need to tier scholars scholar on a high, medium, low need and ensure we are providing related service minutes and honing on key points to close the achievement gap.

Problem Statement 2 (Prioritized): 504 students are not receiving enough support in the classrooms. **Root Cause:** The lack of special education teachers or resource classes hinders the growth of 504 students. Our class sizes continue to increase and the rigorous curriculum makes it hard to reach every child and their need. Teachers need to be properly trained and coached in how to provide accommodations for special pops students.

School Processes & Programs

School Processes & Programs Summary

Our campus leaders attend district professional development focused on prioritized School Leadership Levers. Additionally, each campus leader has a 1:1 weekly check-in with the Principal to outline their leadership trajectory, role, and responsibilities. We have also selected a grade team leader for each grade and a subject group leader for each subject. These two groups of leaders are led by our assistant principals based on their strengths in culture and instruction. Each morning, we meet with grade team leaders to discuss items of the day, daily culture focus, and weekly culture focus. For subject group leaders, they meet each Tuesday during their shared planning period to design a writing aligned professional development for teachers that occurs each Tuesday. Both groups work together to make decisions aligned to the campus priorities during their weekly meeting.

Lead Team Meeting: Monday
Grade Team Leader Meeting: Thursday
Subject Group Leader Meeting: Tuesday.

Daily huddles with lead team and grade team leaders.

School Processes & Programs Strengths

The school processes and programs strengths:

1. Regular meetings with campus leadership teams
2. Teachers are given feedback weekly through observational rounds.

3. Academic updates and announcements are given weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 47% persistence concerns were with campus culture and discipline. **Root Cause:** Campus does not have an effective school-wide tracking system for admin referrals. Teachers do not have a way of documenting classroom infractions. We cannot see trends in locations, by who (scholar/teacher), when, etc.

Problem Statement 2 (Prioritized): Each year SoFlo CP has barely met staff retention or has been under the goal of 85%. The same is true for persistence (90%). **Root Cause:** Many of our teachers joined our team in the pandemic. They did not receive a through SoFlo training around classroom procedures, systems, and celebrations. We saw this lead to teacher burnout and classroom disruptions.

Perceptions

Perceptions Summary

We analyzed data at the campus level and grade level for enrollment, average daily attendance (ADA), scholar persistence (including the subgroup of new-to-IDEA scholars), and staff retention.

Perceptions Strengths

We are currently meeting our staff retention goal. We also have high intent to return in grade 11.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our persistence is lowest in grades 8, 9, and 10. **Root Cause:** We have not effectively invested scholars in families in what our school offers - AP, IB, and strong college counseling for all scholars - as a meaningful alternative to dual enrollment or early graduation. This is a shortcoming in both proactive programming (i.e. low attendance at High School Experience Night) as well as in targeted persistence meetings (not being held with all stakeholders).

Problem Statement 2 (Prioritized): Our ADA is lowest in grades 8, 9, and 10 (which correlate with our lowest persistence grades). **Root Cause:** We have a large proportion of scholars who are chronically absent (less than 90% ADA) that make up the majority of low ADA data. They are not being held accountable for missing the days (i.e. via ADA matrix or seat time).

Priority Problem Statements

Problem Statement 1: 47% persistence concerns were with campus culture and discipline.

Root Cause 1: Campus does not have an effective school-wide tracking system for admin referrals. Teachers do not have a way of documenting classroom infractions. We cannot see trends in locations, by who (scholar/teacher), when, etc.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Each year SoFlo CP has barely met staff retention or has been under the goal of 85%. The same is true for persistence (90%).

Root Cause 2: Many of our teachers joined our team in the pandemic. They did not receive a through SoFlo training around classroom procedures, systems, and celebrations. We saw this lead to teacher burnout and classroom disruptions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our persistence is lowest in grades 8, 9, and 10.

Root Cause 3: We have not effectively invested scholars in families in what our school offers - AP, IB, and strong college counseling for all scholars - as a meaningful alternative to dual enrollment or early graduation. This is a shortcoming in both proactive programming (i.e. low attendance at High School Experience Night) as well as in targeted persistence meetings (not being held with all stakeholders).

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our ADA is lowest in grades 8, 9, and 10 (which correlate with our lowest persistence grades).

Root Cause 4: We have a large proportion of scholars who are chronically absent (less than 90% ADA) that make up the majority of low ADA data. They are not being held accountable for missing the days (i.e. via ADA matrix or seat time).

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Making STAAR data a goal in lower levels has created a gap in the academic performance of scholars in high school grade levels. The rigor of STAAR does not directly align or support the skills and knowledge scholars need in order to succeed in AP/IB courses.

Root Cause 5: The root cause of the lower scoring on the mock STAAR Exams is that we are teaching to the STAAR Exam rather than to the skills and content needed for scholars to be prepared for the upcoming grade level. Vertical alignment between content and grade levels is essential for scholar academic preparedness.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Making STAAR data a goal in lower levels has created a gap in the academic performance of scholars in high school grade levels. The rigor of STAAR does not directly align or support the skills and knowledge scholars need in order to succeed in AP/IB courses.

Root Cause 6: The root cause of the lower scoring on the mock STAAR Exams is that we are teaching to the STAAR Exam rather than to the skills and content needed for scholars to be prepared for the upcoming grade level. Vertical alignment between content and grade levels is essential for scholar academic preparedness.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 504 students are not receiving enough support in the classrooms.

Root Cause 7: The lack of special education teachers or resource classes hinders the growth of 504 students. Our class sizes continue to increase and the rigorous curriculum makes it hard to reach every child and their need. Teachers need to be properly trained and coached in how to provide accommodations for special pops students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our special education department at SOFLO lacked the adequate amount of certified special education teachers.

Root Cause 8: At SOFLO our special populations numbers keep increasing causing huge caseload numbers that become overwhelming amounts of paperwork/service minutes for teachers to complete. We need to tier scholars scholar on a high, medium, low need and ensure we are providing related service minutes and honing on key points to close the achievement gap.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars will practice on MasteryPrep, our district ACT preparation platform, during their RTTC course in 10th and 11th grade. Additionally, 9th and 10th graders who are on track with grade level EOCs will work on MasteryPrep during their intervention block.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 9th and 10th graders who are on track with grade level EOCs will prepare for and take the TSI during their intervention block. 11th graders will test at least monthly during alternate schedules. 12th graders who are still not exempt will be receive 1-on-1 tutoring and opportunities for testing.	75%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will practice 3 times a year before taking the official TELPAS to ensure they are familiar with the technology.	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The EL coordinator and Testing Coordinator will pull samples from the practice rounds of TELPAS to do a student work analysis meeting and create individual next steps for each scholar.	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Achieve, RenSTAR, weekly exams, and exit ticket data to tracker scholars progress and determine instructional next steps.	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assess scholars at the beginning of year to see i they are having difficulty with fluency (use DI curriculum) or comprehension (use TEKS based curriculum)	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Identify HB4545 scholars by the first week of school.	Oct	Jan	Mar	June
	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Interventionists track hours weekly. API sends reports weekly to identify priority scholars who are behind.	Oct	Jan	Mar	June
	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Students are assigned growth goals by 2nd week of school and progress is tracked weekly.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly Crises Team Meetings to plan, learn, and apply our findings from our drills. **Strategy's Expected Result/Impact:** Clear execution of drills in a timely fashion so if any situation was to happen, our scholars feel prepared and safe.	45%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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

Goal 3: Increase student persistence

Performance Objective 3: 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))

Goal 4: Increase student daily attendance

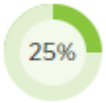
Performance Objective 1: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA South Flores College Prep will achieve a 97.5% annual attendance rate for the 23-24 school year

Goal 5: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.				
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase staff retention

Performance Objective 2: IDEA South Flores College Prep will be 95% staffed for all teacher positions throughout the 2023-24 school year.

Goal 5: Increase staff retention

Performance Objective 3: Recruit and hire high quality candidates per role by using high quality resume criteria

IDEA Public Schools

Southeast College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 19, 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

Demographics

Demographics Summary

IDEA Southeast College Prep is one of 4 schools in the Tarrant County region of IDEA Public Schools that serves approx. 230 6th and 7th grade scholars. IDEA Southeast served 120 6th grade scholars in the 2021-2022 school year as 2022-2023 is the founding year for this campus. IDEA Southeast serves a diverse population of scholars including Emerging Bilinguals (EB), Special Education, and Socioeconomically Disadvantaged. The school serves approximately 70% Hispanic, 21% African American, and less than 1% White and Asian scholars. On average, 94% of scholars attended school regularly and 13.6% of CP scholars are chronically absent. Parental and community involvement is evident, but low as compared to other schools in the area

Demographics Strengths

IDEA Southeast CP has an equitable demographic representation of the population makeup of the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA CP ADA is at 93%, which is lower than the state standard of 97%. **Root Cause:** IDEA CP did not adequately communicate to stakeholders a deep understanding of the importance and impact of regular attendance because they were not trained and coached effectively.

Problem Statement 2 (Prioritized): Parent and family involvement, especially with diverse populations, and community partnerships are not as strong as they could be. **Root Cause:** There was limited communication with parents and community members in events they could be involved in as well as low confidence in participating because of language and cultural barriers or extensive and demanding work schedules.

Student Learning

Student Learning Summary

Student Learning Summary:

How are our students doing? Potential Content:

Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

	ELA 6			ELA 7			Math 6			Math 7		
	All	SPED	EL	All	SPED	EL	All	SPED	EL	All	SPED	EL
% Approaches	37	33	35	59	9	79	71	100	73	47	0	62
% Meets	5	0	5	29	0	35	16	50	14	18	0	25
% Masters	1	0	0	9	0	14	4	50	2	6	0	9

	Reading	Writing	Listening	Speaking
Beginning				
Intermediate				
Advanced				
Advanced High				

*need access to TELPAS results

Retention – 84.62%

Persistence – 87%

Student Learning Strengths

6th Grade Math SPED based on mock proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of EL Students that earned an Increased Level of Proficiency is less than 42%. **Root Cause:** Opportunities for students to engage in reading, writing, listening, and speaking within class are not connected to ELP strategies. * Appropriate accommodations are not given to support EBs Summit K-12 platform was not utilized for students to practice in a timely manner.

Problem Statement 2 (Prioritized): The percentage of students that earned % Meets Grade Level or Above is less than 60% **Root Cause:** Math lessons lack differentiation and didn't close foundational gaps. * Intervention spaces lack content expertise and adequate oversight.

School Processes & Programs

School Processes & Programs Summary

At IDEA Southeast we have many programs and processes to ensure excellence within our building including CSI, EB, and special education services. We have systems to ensure we are using data to close the gaps and provide interventions to students, when necessary, integrate technology into the classroom in reflection of the state assessment standards, and have a flexible PD schedule to ensure we are meeting the needs of all of our staff members. Our team has worked this year to create lasting systems when it comes to curriculum to ensure that the systems, lesson plans, and student activities can last for years to come.

School Processes & Programs Strengths

Support Services:

- Collaboration between content teachers and SPED teachers
- SPED support providing daily inclusion and pull out support
- Regional support for special populations (EB and CSI)

Technology Integration:

- 1:1 technology for all students
- 2 technology based classes and 100% tech integration by February
- Noredink and publishing writing
- Use of edcite and TEA resources for testing

Paper to tech strategies were uniformed across campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SPED teachers were being pulled for duty/coverage/teaching and unable to provide sufficient services to students. **Root Cause:** School did not have adequate internal plans for internal coverage and did not prioritize the protection of SPED priorities.

Problem Statement 2 (Prioritized): Students not getting ample practice time with technology before STAAR. **Root Cause:** School did not have an efficient plan to resolve student technology issues.

Perceptions

Perceptions Summary

IDEA Southeast College Prep is a place where scholars, staff, and families can call home. Through monthly family engagement events we were able to build connections with scholars and their families. We ensured open two-way communication that allowed for campus staff and families to communicate with one another in a timely manner through Remind, phone calls, and text messages. As a campus we value the feedback from our scholars, staff, and families. To ensure we continue to provide high-quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and careers we provided Fall and Spring surveys to hear from our families.

At ICP, we operate with the following values in mind: love/joy of learning, high expectations for all, growth and resiliency, voice, and lead and build community. We know that a strong consistent school culture leads to strong student persistence and achievement.

Perceptions Strengths

Strengths:

Culture

- **Community Circle**
- **Extracurricular Activities: Sports/Clubs**
- **Advisory Lessons**
- **Weekly positive touchpoints**
- **Stinger Store**

Family and Community Engagement/Partnerships

- **Partnership with Higher Praise Church**
- **Monthly family engagement events**

Surveys/ Student Feedback (215 Surveys)

- **Executed Fall and Spring Survey**
- ***SEL Competencies***
- **Emotion Regulation: 3.4, Self-Management: 3.6, Social Awareness: 3.3**
- ***School Survey***
- **Safety: 4.5, School Belonging: 3.0, School Climate: 3.0, School Safety: 3.3, School-Teacher Student Relationships: 3.3, Student Survey Data About School: 3.4**

Staff Surveys/Feedback/Retention

- **Surveys during PD at the beginning of the semester**
- **Collaboration and safe place among teachers**

Communication

- **Utilized Remind, Deanslist, and Facebook to inform families of events and important information**
- **Lead Team communicated with families within 24-48 hours of reporting concern**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers are inconsistent in utilizing the ladder of consequences **Root Cause:** Behavior matrix needed for repetitive and egregious behaviors Lack of Tier 3 supports to provide consistent social emotional supports for scholars

Problem Statement 2 (Prioritized): Lack of consistent family engagement at school events **Root Cause:** Misalignment around communicating College Prep events Teachers not utilizing contacts with parents as a time to invite them to events

Priority Problem Statements

Problem Statement 1: Teachers are inconsistent in utilizing the ladder of consequences

Root Cause 1: Behavior matrix needed for repetitive and egregious behaviors Lack of Tier 3 supports to provide consistent social emotional supports for scholars

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Lack of consistent family engagement at school events

Root Cause 2: Misalignment around communicating College Prep events Teachers not utilizing contacts with parents as a time to invite them to events

Problem Statement 2 Areas: Perceptions

Problem Statement 3: SPED teachers were being pulled for duty/coverage/teaching and unable to provide sufficient services to students.

Root Cause 3: School did not have adequate internal plans for internal coverage and did not prioritize the protection of SPED priorities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students not getting ample practice time with technology before STAAR.

Root Cause 4: School did not have an efficient plan to resolve student technology issues.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The percentage of EL Students that earned an Increased Level of Proficiency is less than 42%.

Root Cause 5: Opportunities for students to engage in reading, writing, listening, and speaking within class are not connected to ELP strategies. * Appropriate accommodations are not given to support EBs Summit K-12 platform was not utilized for students to practice in a timely manner.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of students that earned % Meets Grade Level or Above is less than 60%

Root Cause 6: Math lessons lack differentiation and didn't close foundational gaps. * Intervention spaces lack content expertise and adequate oversight.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: IDEA CP ADA is at 93%, which is lower than the state standard of 97%.

Root Cause 7: IDEA CP did not adequately communicate to stakeholders a deep understanding of the importance and impact of regular attendance because they were not trained and coached effectively.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Parent and family involvement, especially with diverse populations, and community partnerships are not as strong as they could be.

Root Cause 8: There was limited communication with parents and community members in events they could be involved in as well as low confidence in participating because of

language and cultural barriers or extensive and demanding work schedules.

Problem Statement 8 Areas: Demographics

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Assessment

Strategy 1 Details	Reviews			
Strategy 1: 100% of classroom teachers will be trained on how to facilitate instruction through the lens of Emergent Literacy.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Scholars will practice 300 minutes on SummitK12 in preparation for the TELPAS exam.	Formative			Summative
Strategy's Expected Result/Impact: Interventionist and Tutors will leverage the SummitK12 program to support language proficiency. **Staff Responsible for Monitoring:** Linda Massey Bryson Green **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: PowerSchool documentation of HB4545 hours

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will facilitate after school tutoring and Hotspot and AR facilitators will facilitate small group instruction at the discretion of the core content teacher. **Strategy's Expected Result/Impact:** Scholars will hit approaches on the 23-24 State Assessments. **Staff Responsible for Monitoring:** Alexandria Greene Jessica Winkley **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED teachers will facilitate AM pre-teach for SPED students. **Strategy's Expected Result/Impact:** Scholars will be equipped with the skills and tools necessary to access lesson mastery. **Staff Responsible for Monitoring:** Tynetria Veal Bryson Green				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The school leadership team will conduct data board meeting weekly in order to analyze assessment data and plan our calendars around prioritized classrooms. **Strategy's Expected Result/Impact:** This meeting will guide our coaching and supports for teachers that will in turn produce higher student achievement. **Staff Responsible for Monitoring:** Bryson Green (Principal) Ally Green (API) Jessica Winkley (API) **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

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

High Priority

HB3 Goal

Evaluation Data Sources: TEA Safety Inspection

Strategy 1 Details	Reviews			
Strategy 1: APO and Facilities Manager will complete the daily walkthrough and inspection.	Formative			Summative
Strategy's Expected Result/Impact: School will pass the inspection daily and give feedback for any gaps identified. **Staff Responsible for Monitoring:** Kylie Cranford	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: APO will facilitate monthly safety drills.	Formative			Summative
Strategy's Expected Result/Impact: All staff will receive feedback on how to refine schoolwide safety systems **Staff Responsible for Monitoring:** Kylie Cranford	Oct	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Event Attendance documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will facilitate the following events: Meet the Teacher Night, Fall/Spring TownHall Meetings, and a Quarterly Report Card Night and increase family participation from last year through effective communication and engagement. **Strategy's Expected Result/Impact:** Family voices will be lifted in incorporated into the schoolwide decision making. This will result in an increase in family participation . **Staff Responsible for Monitoring:** Danise Lilley, School counselor Principal, APIs, and teachers, social worker **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** translation devices, pens, papers, highlighters, posters - Title I, Part A (4120) - $1,157.57				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 3: 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))

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Southeast CP will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA Data Collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team will engage in a daily ADA Huddle **Strategy's Expected Result/Impact:** 97.5% ADA **Staff Responsible for Monitoring:** Kylie Cranford Danise Lilley Bryson Green				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lead Team will utilize the ADA Matrix to support with attendance and accountability. **Strategy's Expected Result/Impact:** Families will close attendance gaps earlier in order to prevent truancy. **Staff Responsible for Monitoring:** Kylie Cranford				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Roadmaps

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Southeast CP is 100% 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

High Priority

Evaluation Data Sources: Hiring and Recruitment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team will engage in hiring in Q3. **Strategy's Expected Result/Impact:** 100% hired for 24-25				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment in order to reach Enrollment goal by FDOS.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	translation devices, pens, papers, highlighters, posters		$1,157.57
				Sub-Total	$1,157.57
				Budgeted Fund Source Amount	$1,157.53
				+/- Difference	-$0.04
				Grand Total Budgeted	$1,157.53
				Grand Total Spent	$1,157.57
				+/- Difference	-$0.04

IDEA Public Schools

Spears College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 14, 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: August 31, 2023

Demographics

Demographics Summary

Idea Spears College Prep is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 9th grade. IDEA Spears College Prep is a part of one of the fastest growing charter school networks in the Greater Houston region. Our increase in enrollment is attributed to recruitment efforts after the pandemic. The school's demographics include majority Title 1 identified students.

Demographics Strengths

IDEA offers a competitive salary for teachers with experience. Additionally, IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students. Spears College Prep specifically 86% Overall Student Persistence.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97% **Root Cause:** Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.

Problem Statement 2 (Prioritized): Students were frequently absent due to consequences around behavior. **Root Cause:** Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Student Learning

Student Learning Summary

Final formal student performance data has not yet been received.
See PDF in Addendum for more information.

Student Learning Strengths

Spears College Prep has practiced strong internal data tracking, progress monitoring and sub-population report.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A large amount of compensatory minutes had to be provided in the summer. **Root Cause:** Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Problem Statement 2 (Prioritized): High employee turnover in STAAR tested subjects. **Root Cause:** Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

School Processes & Programs

School Processes & Programs Summary

Middle school student begin rigorous Pre-AP instruction, mastering strategies that prepare them for the next phase of our college prep program, high school.

Classes and Activities: English & Language Arts, Mathematics, social studies, science, spanish, physical education, college field lessons, road to and through college, art and nursing.

Highlights: Pre-Advanced Placement coursework and robust extra-curricular activities.

Results: Gearing up for success in college preparatory, developing passions and interests.

School Processes & Programs Strengths

- 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were inconsistencies in coaching and closing of the coaching cycle. **Root Cause:** Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.

Problem Statement 2 (Prioritized): Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through. **Root Cause:** Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Perceptions

Perceptions Summary

We operate under seven founding core values: We Act with Integrity, We Achieve Academic Excellence, We Deliver Results, We Ensure Equity, We Build Team & Family, We Bring Joy and We Sweat the Small Stuff.

Perceptions Strengths

Spears College Prep has retained approximately 85% of their students through persistence this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a lack of parent investment/involvement. **Root Cause:** Parents frequently felt "out of the loop" and there were gaps in communication.

Problem Statement 2 (Prioritized): There were not many opportunities for stake holders to be on campus, engaging with students and staff. **Root Cause:** Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

Priority Problem Statements

Problem Statement 1: High employee turnover in STAAR tested subjects.

Root Cause 1: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A large amount of compensatory minutes had to be provided in the summer.

Root Cause 2: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students were frequently absent due to consequences around behavior.

Root Cause 3: Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97%

Root Cause 4: Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There were inconsistencies in coaching and closing of the coaching cycle.

Root Cause 5: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through.

Root Cause 6: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There was a lack of parent investment/involvement.

Root Cause 7: Parents frequently felt "out of the loop" and there were gaps in communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There were not many opportunities for stake holders to be on campus, engaging with students and staff.

Root Cause 8: Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

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
- 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
- Accountability Distinction Designations

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 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: By the end of the 23-24 school year, IDEA Spears College Prep will receive an A-rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus.

High Priority

HB3 Goal

Evaluation Data Sources: Track number of Masters scholars
Scripted HOT questions in LPs
Strategic grouping of students based on full scale assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) **Strategy's Expected Result/Impact:** Receive a distinction in post secondary readiness by TEA **Staff Responsible for Monitoring:** Principal and APIs **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math, ELA and report card night planning & organization. - Title I, Part A (4120) - $1,775.87	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A large amount of compensatory minutes had to be provided in the summer. **Root Cause**: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Problem Statement 2: High employee turnover in STAAR tested subjects. **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Goal 1: All IDEA students matriculate to college

Performance Objective 2: By the end of the 23-24 school year, 100% of 9th grade students will be TSI tested and have passed math and english.

High Priority

HB3 Goal

Evaluation Data Sources: Track number of students having been tested and provide needed intervention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselor will track and ensure that 100% of 9th grade students are TSI tested. **Strategy's Expected Result/Impact:** !00% college matriculation **Staff Responsible for Monitoring:** Principals, APIs and College Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Prep will receive an A-rating in Domains 1-3 by scholars achieving the Approaches/Meets/Masters goals for our campus.

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real-time coaching using Teachboost
Differential instruction based on student work analysis meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) based on data USE AR/HS facilitator to improve reading performance for 6th and 7th grades **Strategy's Expected Result/Impact:** Receive an A-rating from TEA **Staff Responsible for Monitoring:** Principal and APIs **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A large amount of compensatory minutes had to be provided in the summer. **Root Cause**: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Student Learning
Problem Statement 2: High employee turnover in STAAR tested subjects. **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: By the end of the 23-24 school year, 20% of SpEd students will get "Meets" on both Math & Reading exams at IDEA Spears College Prep.

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real-time coaching using Teachboost
Differential instruction based on student work analysis meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) based on data **Strategy's Expected Result/Impact:** Receive an A-rating from TEA **Staff Responsible for Monitoring:** Principal, APIs and SpEd staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

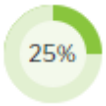
Performance Objective 1: By the 11th day of the 23-24 school year, IDEA Spears College Prep will maintain a minimum of 90% student persistence.

High Priority

HB3 Goal

Evaluation Data Sources: Quarterly family engagement events
Daily and weekly student incentives
Check-ins with students of concern
Weekly grade level celebrations
Extra-curricular activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: All Staff When: Daily What: Build a strong positive customer service experience with all stakeholders **Strategy's Expected Result/Impact:** Maintain a minimum of 90% of scholars persist with SCP by the 11th day of the 24-25 school year. **Staff Responsible for Monitoring:** APO, SC and Principal **Title I:** 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 95% of students will participate in anti-bullying training and SEL (Move This World) programming. **Strategy's Expected Result/Impact:** Student retention will increase through implementation of anti-bullying programming. **Staff Responsible for Monitoring:** Principal APIs School Counselor GTLs **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% student participation in physical education class for grades 6, 7 and 9 in support of the Healthy Kids Initiative. **Strategy's Expected Result/Impact:** 100% of students in grades 6, 7 and 9 will be compliant for the Healthy Kids Initiative through participation in physical education class. **Staff Responsible for Monitoring:** Principals APIs PE Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: High employee turnover in STAAR tested subjects. **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Perceptions
Problem Statement 1: There was a lack of parent investment/involvement. **Root Cause**: Parents frequently felt "out of the loop" and there were gaps in communication.
Problem Statement 2: There were not many opportunities for stake holders to be on campus, engaging with students and staff. **Root Cause**: Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Prep 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 matric

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs and Principal When: Daily What: Operating mechanisms for daily attendance protocol fidelity **Strategy's Expected Result/Impact:** Maintain an average of 6 scholars absent per day **Staff Responsible for Monitoring:** Principal, APO, SC **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97% **Root Cause**: Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.
Problem Statement 2: Students were frequently absent due to consequences around behavior. **Root Cause**: Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Goal 5: Increase staff retention

Performance Objective 1: Spears College Prep: 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.

High Priority

HB3 Goal

Evaluation Data Sources: Staff retention dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Direct Managers When: Weekly What: Check-ins with direct reports, shout outs Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There were inconsistencies in coaching and closing of the coaching cycle. **Root Cause**: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.
Problem Statement 2: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through. **Root Cause**: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Spears College Prep is 84% 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

High Priority

HB3 Goal

Evaluation Data Sources: HR staffing tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Direct Managers When: Weekly What: Check-ins with direct reports, shout outs Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention. **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There were inconsistencies in coaching and closing of the coaching cycle. **Root Cause**: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.
Problem Statement 2: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through. **Root Cause**: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math, ELA and report card night planning & organization.		$1,775.87
				Sub-Total	$1,775.87
				Budgeted Fund Source Amount	$1,775.87
				+/- Difference	$0.00
				Grand Total Budgeted	$1,775.87
				Grand Total Spent	$1,775.87
				+/- Difference	$0.00

IDEA Public Schools

Sports Park College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 24, 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.

IDEA Sports Park is a school focused on the scholar's development: body, mind, and character. IDEA Sports Park recognizes the commitment to serve our scholars by providing an opportunity to fully develop their academic and athletic potential in a joyful safe environment to ultimately matriculate and graduate from college. Our modelprovides opportunities of intellectual, creative, and personal development through rigorous coursework and athletic curriculum for all types of scholars,includingservice-learning projects to instill leadership qualities of living the standard of excellence every day.

To close gaps, we will focus on implementing various learning strategies for all learners and own our role in the mission of IDEA. We believe in no excuses but solutions in order to keep our promises to the families we serve.

Core Values

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

- We achieve **Academic Excellence**
- We deliver **Results**

- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sports Park College Prep is a four-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment at SPCP is approximately 268 students. The percentages listed below summarize the demographics of our school population.

Total	Hispanic	White
268	87%	1%

Eco Disc: 96%

SPED: 4%

EB: 59%

Teacher Retention: 94%

Sports Park College Prep part of the IDEA Public School System. We pride ourselves in offering a variety of sports to our students such as: volleyball, boy and girls soccer, track, cross country, and boys and girls basketball, Advanced classes are offered through College Board's AP program. SPCP also offers CPT classes to our students. All students attend Road to and Thru College classes to ensure that they are prepared for college and are knowledgeable about financial aide and scholarships available to them.

During the 2022-2023 school year Sports Park College Prep saw our first graduating class. We look forward to having 48 seniors matriculate to college. With this inaugural graduating class SPCP we will begin to be able to track CCMR for our campus.

Demographics Strengths

A factor that contributes to Sport Park College Prep's success is the growth mindset that both our faculty and staff hold. We believe in not just equality in our classrooms, but equity. Our teachers ensure that 100% of our students receive diverse instruction that meets their learning needs, but also challenges them to become mindful learners. Meeting students at not only their instructional levels but ensuring that lessons are culturally and academically responsive to all students' needs.

At the end of the 2022-2023 school year our end of the student/teacher Panorama survey stated that teacher/students' relationships were at a 4.4 out of 5. Demonstrating our teachers' work to build strong relationships with our students. SPCP showed growth with TELPAS benchmark of 43% of EB students showing 1-year composite growth.

Sport Park's commitment to ensuring opportunities for all students' success, to receive an equitable education that leads them to continue their education at a college of their choice is evident in the work that the faculty, staff, and student do daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low ADA and high tardiness in 10th grade. **Root Cause:** Lack of accountability for students, parents, and teachers.

Problem Statement 2 (Prioritized): Teachers don't know how to implement successful SPED accommodations in the classroom. **Root Cause:** Lack of training in professional development and implementing SPED strategies and accommodations.

Student Learning

Student Learning Summary

Utilizing both formative and summative data is foundational when making decisions around student learning. A narrative is created from the data and sets the path to move forward. The journey for Sports Park College Prep has been like many other schools over the last few years due to the pandemic. An academic gap was created and access to previous 2019-2020 records was not accessible. IDEA Sports Park College Prep launched as a 9th and 10th grade campus servicing students outside the IDEA model. As other campuses we navigated through virtual instruction and utilized the resources and curriculum provided through the district. While we did receive accountability data for the 2020-21 school year, it only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall, ISPKCP had over 99% participation for EOC exams and told us the story we needed to create in 2021-22.

Formative and Summative data was collected by each teacher through administering common assessments to assist us with our on track to graduate policy ensuring teachers were on track with grading each grading cycle. Assessments are developed using district curated curriculum resources and data collected is used to drive instruction. We used this data to help create interventions and provide supplemental instruction. In addition, for summative data we utilized Renaissance testing for reading to help us identify students of concern as well as used to document student growth.

As we move into the 2023-2024 school year, we continue to be challenged with a rise in our emergent bilingual demographic. However, we have demonstrated a high amount of growth at the end of both the 2021-22 and 2022-2023 school years: receiving an overall 88 from TEA and meeting the state TELPAS exam. Through utilizing previous years data and instructional reflection, we ensured assessments were aligned to instruction and provided supplemental instruction as needed. In the end, 100% of IPSKCP students are on track to graduate.

As ISPCP has grown, it has also expanded its instructional model to support the College Career Military Readiness standard set by the state of Texas. Going into the 2023-2024 school year we are offering 12 Advanced placement classes: starting in the 9th grade. From our 2022-2023 graduating class 41 our of our 48 students earned their CCMR credit from their AP classes. Additionally, we offer dual enrollment to our juniors during the summer leading up to their senior year; allowing them to gain an additional three college credits. The 2023-2024 school year will see the launch of ISPCP's CTE Program in Entrepreneurship and Floral Design. Both programs allow students to receive certifications upon completion of program courses. Lastly, we had our first senior enlist in the United States Army.

Student Learning Strengths

DEA Sports Park College prep continues to increase in all EOC subject areas with an overall achievement score of a "52" for 21-22 versus "37" for the 20-21 academic year. Students' performances displayed academic growth allowing our campus to receive 6 out of 7 distinctions after two years of being in existence. Our advance placement program had students outperform the state and global numbers for the 2021-22 administration for both Spanish Language and Spanish Literature. Student performances in Spanish Literature scored a 78% 3 or higher versus state at 54% and global at 64%. Moreover, students in Spanish Language scored an 89% 3 or higher versus state at 76% and global at 82%. For the 2022-2023 school year we are currently 98% for meeting CCMR standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Inability to provided instructional supports for our state exam retesters. **Root Cause:** Lack of consistent accountability and communication for retesters and teachers.

Problem Statement 2 (Prioritized): Each year our Emergent Bilingual numbers grow and our data continues to be consistently low. **Root Cause:** 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

School Processes & Programs

School Processes & Programs Summary

Student Supports for Students:

2 Assistant Principals of Instruction

1 Social Emotional Councilor

1 Director of College Counseling

1 College Counselor

1 Assistant Principal of Operations

EB Program:

Sports Park CP's EB program has an EB coordinator and an LPAC committee that meets at least 3 times a year. During the 22-23 school, all staff was trained on SIOP learning strategies as well as Kagan student engagement strategies to help increased student engagement for all students.

SPED Program:

Sports Park CP's SPED department has a dedicated SPED department point person, administrator, 2 teachers, and 1 co-teacher. This department currently has a life skills unit known as RISE. Ultimate goal is to ensure all students are served in the most general education setting developing the soft skills needed to be successful in and out of the classroom. This year for the 2023-34 school year we will be implementing a dyslexia lab supporting our students with reading comprehension.

Content Areas:

RLA and Humanities have 1 API assigned to their contents.

Math and Sciences have 1 API assigned to their contents.

Each content has a content leader to provide leadership, support in teacher development, and provide expertise in the content area.

Career Technology Education (CTE):

For the 2023-24 school year we have implemented 5 CTE courses to support students on the path to receive certification in the entrepreneurship industry field. Additionally we are offering Floral Art design where students can also receive another opportunity to receive CCMR credit.

Advanced Placement:

AP Coordinator

Assist with College board deliverable as well as navigate testing during May

IDEA Sports Park allows students to begin taking AP classes in the 9th grade and continue thru the 12th grade. By graduation our student have the opportunity to gain a 11 AP credits. With each year that we have been open as a school we continually add AP classes to ensure that we are providing our students with as many academic and college opportunities as possible. It is our goal to have all students graduate as AP scholars allowing them to be ideal candidates for college acceptance.

Student Support Programs:

ICU/OTG (On track to graduate): Student Intensive Care Unit allows for teachers to identify students that are falling behind in class to be pulled out of 7th period to make up work and improve their grade. ICU will be implemented after the first progress report.

After school Tutorials/HB4545: After school tutorials begin in October for our HB4545 students and January for EOC classes with March for AP classes. Tutorials are intended to target student with the biggest learning gap when reaching for EOC mastery. Tutorials are from Tuesday thru Thursday from 3:45 to 5:30. Student tutorial lists are initially made based off December Mock exam data, but are updated based off exit ticket data, unit exam data, or Mock exam data.

Saturday School: Saturday school begin in January for EOC classes and March for AP classes. Saturday school is intended to target the higher achieving students to ensure that they stay at a higher achievement score or grow from there.

Intervention: Intervention is held during 8th period and is a class offered to those students that previously failed an EOC exam. This class is intended to support learning and provide them with an opportunity to master their EOC content before they take the test again in December or May.

Practical Writing: Practical writing is a class that is offered to our first year 9th and 10th grade students. The goal of practical writing is to teach 9th/10th grade student the foundational writing skills that they need in order to be successful writers. The instruction is TEKS aligned and based off Springboard curriculum. Classes are differentiated based off student language fluency and lessons are differentiated to meet their language proficiency needs.

Writing Across all Contents: WAC is a new initiative at IDEA Sports Park for the 2022-2023 school year and will continue focusing on writing. WAC is intended to ensure that 100% of our student practice content writing every day in all of their classes. At SPCP we realize that writing instruction needs to happen both inside and outside the English classroom especially with the changes to the EOC exams. Students need to be able to explain, describe, and synthesize their thinking process and the best way for them to learn how to do that is through daily implementation in their classes.

College Bound Programing

Road to and through College - Program created to support a student's college going identity. Grades 9-12 are scaffold in building the knowledge and skills students need to be successful while applying for college and post-secondary skills. Through this program students are able to identify their own strengths, career interest, college choices as well as prep for the ACT college entrance exam. Additionally to support student success in college, students are expected to master the Texas Student Initiative (TSI) to prevent students enrolling into remedial courses.

Athletic and After School Programming

We offer an athletic program honoring the seasons for cross country, volleyball, basketball, soccer, and track. Students are given the opportunity to participate and develop social skills that creates a well rounded student. We recognize after school programming such as sports creates discipline and dedication to school culture.

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 and we are on track to once again surpass student performance in TELPAS with over 54% on track to growth from benchmark.
- 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.
- IDEA has implemented Career and Technology education to support students who wish to seek a certification in the industry field while in school.
- IDEA offers Dual Enrollment opportunities for rising juniors and seniors at the local university during the summer.

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): There is a high volume of students assigned detention daily leading teachers to believe there is a lack of support to address behavior. **Root Cause:** Lack of discipline system in placed to support culture in and out of the classroom.

Problem Statement 2 (Prioritized): Stakeholders are unfamiliar with Sports park programming and processes **Root Cause:** Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...

Perceptions

Perceptions Summary

Students, parents, and staff are given the opportunity to express how they feel or share their views of the campus throughout the year. Some perception measured methods for students and families are Panorama Surveys, and for employees are Great Places to Work survey. In the panorama survey, parents and students view the school as boring and students are not looking forward to coming to school. Therefore, we have a 3.7 score out of a 5-rating scale. Teachers also shared their feelings of not looking forward to coming to work. The overall perception is the lack of joy in our campus due to lack of planning events, celebrations, and community involvement.

Perceptions Strengths

Parents and students expressed satisfaction in the safety school climate. We have a closed campus, gated campus, all locked doors, and people can only step out from the front office door when entering and exiting. Parents also expressed that the campus is always willing to work with students. Students and staff are aware and scored high on knowing what the expectations are. The lead team and supervisors are also helpful to staff to help them accomplish their goals. In the great places to work teachers felt satisfaction in making a difference in their role.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community is not aware about our campus. **Root Cause:** Lack of community partnerships and participation in community events.

Problem Statement 2: Students and staff feel there is a lack of joy in school culture. **Root Cause:** Lack of consistent planning events, and student and staff celebrations.

Priority Problem Statements

Problem Statement 1: There is a high volume of students assigned detention daily leading teachers to believe there is a lack of support to address behavior.

Root Cause 1: Lack of discipline system in placed to support culture in and out of the classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Stakeholders are unfamiliar with Sports park programming and processes

Root Cause 2: Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Inability to provided instructional supports for our state exam retesters.

Root Cause 3: Lack of consistent accountability and communication for retesters and teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Each year our Emergent Bilingual numbers grow and our data continues to be consistently low.

Root Cause 4: 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low ADA and high tardiness in 10th grade.

Root Cause 5: Lack of accountability for students, parents, and teachers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers don't know how to implement successful SPED accommodations in the classroom.

Root Cause 6: Lack of training in professional development and implementing SPED strategies and accommodations.

Problem Statement 6 Areas: Demographics

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)

High Priority

HB3 Goal

Evaluation Data Sources: College apps completed and acceptances + financial aid complete

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT strategies and practice into RTTC II and III courses to prepare students for the ACT.	5%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: Passed TSAI tests for all areas (English and Math)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan TSIA assessing in 10th grade to help students reach TSIA exemption by senior year,	N/A			

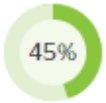
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of students accepted into a 4 year college or university

High Priority

Evaluation Data Sources: 100% of student acceptance by EOY 23-24

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Through RTTC IV students will be tracked on college applications including FAFSA complete to ensure students have no obstacles during matriculation				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: ICP: English I and English II students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 5% to 10% in Spring 2024 (HB3)

Evaluation Data Sources: EOC Exam results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilized previous data points to strategically target students to help build language proficiency and writing abilities from the previous year. Implement EL strategies to support EL population as well as the practical writing course to increase writing efficiency. **Strategy's Expected Result/Impact:** Increase 5-10% in results from previous school year **Staff Responsible for Monitoring:** Principal **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP: All Algebra I, Biology and US History students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 5% to 10% in Spring 2024. (HB3)

Evaluation Data Sources: EOC Exam results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategically place kids in the right seat and classes to implement targeted TEKS instruction preparing students for the EOC. **Strategy's Expected Result/Impact:** Increase in all domains to achieve an A rating **Staff Responsible for Monitoring:** Principal **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Telpas Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create groupings based on Telpas results and implement in school tutorials targeting students to improve 1 level on Telpas. Students will have opportunities to practice the test and use strategies to help get the best possible result. **Strategy's Expected Result/Impact:** Increase in Telpas scores **Staff Responsible for Monitoring:** EL point person **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementing HB45 time during catalyst and or intervention as well as after school tutorials to help meet the minutes required. Use a tracking system to track minutes. **Strategy's Expected Result/Impact:** To have 75% of students pass their EOC exams **Staff Responsible for Monitoring:** HB45 Point Person **Title I:** 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 25% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: EOC exam results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track SPED students performance and work 1:1 with teachers to ensure accommodations are being used as well as the resources being utilized **Strategy's Expected Result/Impact:** To increase over 5% previous EOC results overall **Staff Responsible for Monitoring:** Sped Point Person **Title I:** 2.4, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	65%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

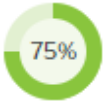
Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data tracking systems in place and used consistently to help make data decisions and drive best efforts **Strategy's Expected Result/Impact:** To meet 80% of Domain 3 and increase academic growth in EOC results for both Domain 1 and 2. **Staff Responsible for Monitoring:** Principal **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementing crisis team meeting monthly to discuss issues of safety and address concerns **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a yearlong scope and sequence of events that invest families onto the campus and create a stream of communication increasing family engagement across the campus. **Strategy's Expected Result/Impact:** Increase family engagement and families rate us at a 4 on the end of year survey **Staff Responsible for Monitoring:** Social Emotional Counselor **Title I:** 2.4, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title I, Part A (4120) - $500	70%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offering curriculum and training to staff and students on bullying and the signs of bullying. **Strategy's Expected Result/Impact:** Increase bullying awareness in staff and students. Parents rate our school at a 4 for safety at the end of year survey **Staff Responsible for Monitoring:** Social Emotional Counselor **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	5%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 4: Increase student programming 23-24 to build sense of belonging

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offer more school activities to build sense of belonging and a stronger school community **Strategy's Expected Result/Impact:** Increase student retention **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: ICP: 100% of students from 6th thru 12th 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 Sports Park will achieve a 97% annual attendance rate for the 23-24 school year

Evaluation Data Sources: ADA reports from the state

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Taking daily attendance at HR and at OATP time to ensure 100% of students are accounted for and in their seats learning. **Strategy's Expected Result/Impact:** To identify high absence students to create a plan and get them back on track **Staff Responsible for Monitoring:** APO **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 2	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create incentives to grades 6-12th to increase ADA weekly to meet 97% per grade level. **Strategy's Expected Result/Impact:** Reaching 97% per grade level by end of year **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** - Title I, Part A (4120) - $750	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Low ADA and high tardiness in 10th grade. **Root Cause**: Lack of accountability for students, parents, and teachers.
School Processes & Programs
Problem Statement 2: Stakeholders are unfamiliar with Sports park programming and processes **Root Cause**: Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...

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))

Goal 5: Retain 85% of staff for the 23-24 school year.

Performance Objective 1: CP staff will rate a 4 or higher on the GPTW survey, it is a fun place to work.

Evaluation Data Sources: GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a year long plan on ensuring teachers are appreciated and have the tools needed to feel successful. **Strategy's Expected Result/Impact:** To increase GPTW survey results to a 4 **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Fall and Spring Listening Tours to receive feedback and implement to improve staff experience **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Jeffries **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$500.00
4	2	2			$750.00
				Sub-Total	$1,250.00
				Budgeted Fund Source Amount	$1,266.36
				+/- Difference	$16.36
				Grand Total Budgeted	$1,266.36
				Grand Total Spent	$1,250.00
				+/- Difference	$16.36

IDEA Public Schools

Walzem College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 22, 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: August 29, 2023

Demographics

Demographics Summary

IDEA Walzem College Preparatory currently serves 709 students with 62 staff members including operations. Our scholars' ethnic backgrounds are primarily Black, Hispanic and White. Attendance is average compared to district trends with an overall average of a 94%. Mobility is our number one factor of scholars not persisting with IDEA Walzem CP. Our campus has 100% graduation rate with a 100% college matriculation rate for the past two years since 2021. Our special programs include special population students, emergent bilingual students, 504 students, and non-continuously enrolled students. Our SPED program includes caseloads of up to 12 scholars per teacher. Our RISE program includes 37 scholars with a staff of 2 lead teachers and 5 co-teachers. Our teacher retention is at 85%, overall experience average is 6 years and we host an average of 25:1 student to teacher ratio. We connect with the surrounding community through campus engagement events and maintaining community partnerships (ex: area restaurants and local businesses). In addition, we host town halls on a semester basis to address social and educational concerns. Majority of our graduates will be first-generation college graduates as neither parents possess a bachelors degree. Discipline rates include possession or distribution of illegal substances such as vapes containing THC leading to expulsions. For the 2022-2023 school year a total of 15 expulsions were completed reflecting a district and state concern. Trends indicate these outcomes are higher in our new to IDEA population. Attendance rates include a total of 44 scholars exceeding the 10 day absence mark. The highest tardies include morning, after lunch, dates around holidays and end of year (early summer vacation).

Demographics Strengths

1. Diversity
2. Teacher-Student communication
3. Teamwork and Family Culture
4. Parent town halls
5. Matriculation
6. Community involvement
7. Recruitment efforts

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal. **Root Cause:** Lack of accountability and follow through and lack of motivation for parents and students.

Problem Statement 2 (Prioritized): IDEA Walzem CP Special Population IEP components were met with 50% fidelity. **Root Cause:** Understaffed personnel support and retention and amount of paperwork and support for students is overwhelming.

Student Learning

Student Learning Summary

IDEA Walzem College Preparatory earned a "B" rating on semester and mock exams for the 2022-2023 school year. TSI/ACT/AP overall average scores are below district. 100% of graduation plans for incoming 9th graders have been uploaded. Overall, retention data indicates 2% of scholars in middle school (grades 6-8) and 1% in high school (9-12). 98% of seniors graduate in May with 2% being summer graduates. TELPAS outcomes and AP data are still pending as of May 2023.

Student Learning Strengths

1. ELA has increased outcomes since 2021-2022
2. Teaching and coaching framework (GBF & GET)
3. Cross curricular instruction
4. Teacher and student resources
5. Remediation programs and opportunities
6. During the day interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): IDEA Walzem lacks a focus on rigor across all contents in middle and high school grades. **Root Cause:** IDEA Walzem teachers teach to the previous version of STAAR tests with a focus on close ended responses.

Problem Statement 2 (Prioritized): IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements. **Root Cause:** IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem implements Direct Instruction, Wit & Wisdom, Eureka Math, Springboard and AR Zone/Hotspot platforms to build on student knowledge and skills. Professional development is embedded during the year at campus and district levels on a bi-weekly basis. In leadership decision making the hiring process has been inconsistent and appears too lenient with hiring qualifications. The onboarding process is not effective and support for teachers from administration is a gap with resetting culture expectations for repurposed teachers. IDEA Walzem utilized TEAMs for an extra layer of communication and Remind for parent communication. We host an A/B schedule to allow access for double the coursework in grades 9-12.SACADA is a support service for our scholars expanded educational needs along with local health and police services. Extracurricular opportunities (soccer, volleyball, flag football, cross country, track, cheerleading/dance, basketball) are year round with an open gym during off season. In addition, our CTE pathways allow for scholars to develop computer skills with programs such as coding.

School Processes & Programs Strengths

1. Interview process includes a sample teach and teacher point person within the campus.
2. GTL and content leaders included during hiring process (record of results)
3. Platforms such as Pear deck and Albert IO paid for by district
4. Power Team meetings with GTLs to cascade campus-wide information

5. Teams platform is efficient for communication
6. Extracurricular sports are highly sought and participated in by MS and HS scholars

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels. **Root Cause:** Inconsistency with tracking teacher years at IDEA to differentiate Team & Family focus.

Problem Statement 2 (Prioritized): IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations. **Root Cause:** The leadership team has changed over the course of the past three years without a consistent follow up plan or accountability.

Perceptions

Perceptions Summary

IDEA Walzem exceeds expectations in parent engagement events such as Winter Fest, Top Scholar banquet, A A/B Honor Roll and Sports Banquets. Our parents bring their scholars to our school for the academics, proximity and college going mission. Based on our teacher survey results through Panorama our teachers average a 3 out of 5 or higher in parent satisfaction. Our extracurricular groups have a parent booster club that support their students by decorating the hallways and donating drinks during sports events. Student feedback collected was based on GET 2 with 3 questions asked:

1. Do you feel connected to your teacher?

2. Does your class understand you as a person?

3. Do you believe your teacher cares about you?

Overall, the sample teacher data collected was above 90% in favor of a sense of belonging for scholars. According to Remind and Class Dojo apps our parents receive communication on a weekly basis and/or during a campus crisis.

Perceptions Strengths

1. Parents feel our campus exceeds surrounding public school expectations.

2. Parent participation improves every year.

3. Scholars feel a sense of belonging at Walzem CP

4. Over 90% of our staff believe their work matters based on AEE surveys.

5. Parents are happy to receive consistent weekly communication.

6. Access to leadership team involves an improving process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): IDEA Walzem CP is perceived as an unsafe school. **Root Cause:** Increased access and use of vaping products.

Problem Statement 2 (Prioritized): IDEA Walzem CP lacks teacher level communication. **Root Cause:** Increased teacher level work and demands allow for zero to minimal parent conversations.

Priority Problem Statements

Problem Statement 1: IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.
Root Cause 1: Lack of accountability and follow through and lack of motivation for parents and students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA Walzem CP Special Population IEP components were met with 50% fidelity.
Root Cause 2: Understaffed personnel support and retention and amount of paperwork and support for students is overwhelming.
Problem Statement 2 Areas: Demographics

Problem Statement 3: IDEA Walzem lacks a focus on rigor across all contents in middle and high school grades.
Root Cause 3: IDEA Walzem teachers teach to the previous version of STAAR tests with a focus on close ended responses.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.
Root Cause 4: IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.
Root Cause 5: Inconsistency with tracking teacher years at IDEA to differentiate Team & Family focus.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.
Root Cause 6: The leadership team has changed over the course of the past three years without a consistent follow up plan or accountability.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: IDEA Walzem CP is perceived as an unsafe school.
Root Cause 7: Increased access and use of vaping products.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: IDEA Walzem CP lacks teacher level communication.
Root Cause 8: Increased teacher level work and demands allow for zero to minimal parent conversations.
Problem Statement 8 Areas: Perceptions

Goals

Revised/Approved: August 24, 2023

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT benchmarks and exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate an ACT section into 2023-2024 master schedule to be conducted at the end of every day per class period. **Strategy's Expected Result/Impact:** Increase from overall 17 to a 21. **Staff Responsible for Monitoring:** Assistant Principal of Instruction and Director of College Counseling. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Funding Sources:** Consumables - Title I, Part A (4120) - $1,000	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: Internal dashboards from TSI testing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Structure needs-based reading, math and writing focus groups to meet the 100% goal. **Strategy's Expected Result/Impact:** Graduating class meets TSIA exemptions via AP or ACT or TSIA passing marks. **Staff Responsible for Monitoring:** College Counselors and Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Previous TELPAS scores, Locus and TELPAS dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify and create targeted opportunities during class for Emerging Bilingual students. **Strategy's Expected Result/Impact:** Increase proficiency levels to eventually be exited from the program. **Staff Responsible for Monitoring:** Testing coordinator and Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: PowerBi

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Power Bi to identify, track and monitor required hours per scholar in contents. **Strategy's Expected Result/Impact:** Increase performance in contents students did not meet passing threshold. **Staff Responsible for Monitoring:** Principal, content leads, teachers and Assistant Principals of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TAMS and Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set goal of 55% of SPED students meeting reading and math STAAR goals by implementing IEPs with fidelity. **Strategy's Expected Result/Impact:** SPED scholars will achieve academic readiness in foundational skills. **Staff Responsible for Monitoring:** Classroom teachers, content teachers and instructional teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Locus dashboard, Edcite and Master Student Reports with goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Campus meets the "A" rating. **Staff Responsible for Monitoring:** Instructional leaders: Principal, Assistant Principals of Instruction and respective content Teachers. **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Safety Scorecards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meet with campus crisis team on a monthly basis to review past incidents and role play critical scenarios. **Strategy's Expected Result/Impact:** Ensure we receive acceptable ratings on scorecard and all stakeholders feel it is a safe environment. **Staff Responsible for Monitoring:** All staff and supporting personnel. **Targeted Support Strategy** **Funding Sources:** Surveillance Cameras - Title I, Part A (4120) - $1,000	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Evaluation Data Sources: Internal family engagement trackers and available dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increased family satisfaction with school communication and events. Increased school ratings. **Staff Responsible for Monitoring:** School counselor, teachers, principal and counselors. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	10%			

No Progress

Accomplished

Continue/Modify

Discontinue

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))

High Priority

Evaluation Data Sources: Regional student and family services reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School counselor will schedule lessons throughout the yearly calendar. **Strategy's Expected Result/Impact:** Students will feel emotionally and physically safe at Walzem CP increasing student survey results. **Staff Responsible for Monitoring:** School counselor, principal and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	N/A			

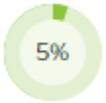
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Walzem will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: SIS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and address chronic absenteeism by following attendance matrix with fidelity reviewing every two weeks. **Strategy's Expected Result/Impact:** Increase overall attendance from 93% to 95% **Staff Responsible for Monitoring:** Homeroom teachers, SIS clerk, APO and leaders **TEA Priorities:** 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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: Digital trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and celebrate growth to achieve MVPA minutes. **Strategy's Expected Result/Impact:** Support our campus-wide healthy kids initiative via physical activity. **Staff Responsible for Monitoring:** Physical education teachers, instructional leaders and CNP. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Digital trackers/activity monitors - Title I, Part A (4120) - $982.87	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

Evaluation Data Sources: SDC reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Teach Boost and GET rubric to coach and develop teachers in instructional pedagogy. **Strategy's Expected Result/Impact:** Increase teacher proficiencies to achieve level 4 and 5 status. **Staff Responsible for Monitoring:** Instructional leaders, DLDs, and content teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Walzem is 100% 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

High Priority

Evaluation Data Sources: Jobvite platform

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Leverage strengths from resume (hard skills) to ensure they meet the needs for the role. **Staff Responsible for Monitoring:** Campus lead team and grade team leaders. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Consumables		$1,000.00
3	1	1	Surveillance Cameras		$1,000.00
4	2	1	Digital trackers/activity monitors		$982.87
				Sub-Total	$2,982.87
				Budgeted Fund Source Amount	$2,982.87
				+/- Difference	$0.00
				Grand Total Budgeted	$2,982.87
				Grand Total Spent	$2,982.87
				+/- Difference	$0.00

IDEA Public Schools

Weslaco College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 22, 2023

Mission Statement

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

IDEA Weslaco College Preparatory

The school community at IDEA Weslaco College Preparatory prioritizes our College for All mission by ensuring that *all* Team & Family members receive the requisite support to pursue the pinnacles of their successes. We value the uniqueness in talent and perspective that our parents, students, and staff bring to our school, be it through their socioeconomic status, citizenship, ethnicity, race, gender, gender identity and sexual orientation.

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**
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- Goal 2: IDEA achieves an A Rating 14
- Goal 3: Increase student persistence 19
- Goal 4: Increase student daily attendance 23
- Goal 5: Increase staff retention 26
- Goal 6: Increase student enrollment (no required performance objectives/strategies) 32

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Weslaco College Preparatory offers instruction to 780 6th through 12th graders each year and serves a primarily minority low socioeconomic status population. 100% of our seniors will graduate then matriculate to college (with two potential military exemptions). We pride ourselves in the quality education our students receive through their preparation for college and the service we provide to our community. We have 100% of our graduates CCMR ready and have exceeded 85% teacher retention.

Demographics Strengths

Students of all populations are expected to achieve their best academic potential. We currently have over 98% of our high school students on track to graduate and 87 graduates who will matriculate to college by September 2023. We are on track to persist through this school year with 90% of our students returning to our school for 2023-2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause:** We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Problem Statement 2: Student persistence interventions and processes were not firm with appropriate talking points for families. **Root Cause:** We did not organize our SC to ensure that systems were set and communicated or trained on.

Problem Statement 3: Onboarding of new families did not include messaging on campus culture, discipline in the classroom, our mission of college for all, and high expectations for communication and collaboration. **Root Cause:** Welcome to IDEA was a transactional event and process for enrollment.

Student Learning

Student Learning Summary

IDEA Weslaco College Preparatory graduates scholars under our Distinguished Achievement Plan with minor exceptions and has each student complete 125 community service hours. In the 2022-2023 academic year, our goal of A campus has been at a prediction of an 87. Class of 2023 has 94% of students with CCMR criteria met. Our Advanced Placement results for AP Scholar determination is pending, but we are currently at 10% achieving this status. We currently have one drop out student from this academic year in the 10th grade.

Student Learning Strengths

Students who are AP scholars continue to show success in AP course benchmark exams. The 10th grade class is on track to meet their 21 ACT average goal for 2023-2024 (first time). High School Reading Language Arts STAAR teachers are continuing to increase student achievement through a focus on key point delivery and student practice.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in middle school were not exposed to Cambium practice in the Fall semester for fluency on STAAR testing procedures. **Root Cause:** Distribution of technology was delayed for students, and we did not have enough inventory for these grade levels. We gapped in prioritizing full campus needs and proper labeling of devices.

Problem Statement 2 (Prioritized): Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause:** Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Problem Statement 3 (Prioritized): As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause:** Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

Problem Statement 4: Building literacy among students is limited as a campus through consistent tracking and promotion of development. **Root Cause:** Classroom instruction focuses on getting students to STAAR mastery and not fluency/comprehension/growth. We see this as a priority and do not consider the impact this can have.

Problem Statement 5: Technology was not readily available to students and teachers for in class and at home use. **Root Cause:** We had a lack of organizational system for distribution and proper messaging for culture lessons on use of technology and care.

Problem Statement 6 (Prioritized): Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures. **Root Cause:** There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Problem Statement 7 (Prioritized): Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause:** We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Problem Statement 8 (Prioritized): Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause:** Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco College Preparatory, we lead our students through Pre-AP and Advanced Placement programming while embedding Road To and Through College and ACT exam preparation for high school students. We are coached by our regional and national teams to ensure that our curriculum is understood and implemented as intended. Staff engages in weekly Tuesday meeting interactions after school to engage in campus training through a rotation. This is our opportunity to train, celebrate and inform staff for aligned messaging. Teachers who are new to campus or needing more support are included in additional practice sessions for skill development.

School Processes & Programs Strengths

We organized a calendar this year that included all information across campus (exclusion testing). This was helpful to staff in knowing their afternoon schedule for meetings and all campus events including students or parents. Staff development was calendared in advance and communicated to content leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education students are struggling with use of instructional tools and identification on campus. **Root Cause:** The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 2 (Prioritized): Culture rounds did not have the impact intended and were inconsistent in Spring. **Root Cause:** A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Problem Statement 3 (Prioritized): Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement. **Root Cause:** Leaders are not considering what teachers want in their schedules.

Problem Statement 4: Opportunities for students to engage after school are limited and reaching a smaller number of students. **Root Cause:** Our organized plan for 21st Century and campus clubs has not been shared and communicated with all stakeholders.

Problem Statement 5 (Prioritized): Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause:** Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Perceptions

Perceptions Summary

IDEA Weslaco College Preparatory has a 100% graduation rate with one student possibly affecting the 2024 data. We have retained 85% of our staff since 2018 and currently have two new teachers on our staff for this academic year. Staff absences are higher than prior to 2020 with increased number at an excessive number (over 10).

Perceptions Strengths

We have seen an increase in manager approval from our instructional staff in our GPTW surveys. Though low to the goal benchmark, we are meeting our employee retention goal for the campus. Managers are working to continue building relationships with staff and prioritizing communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause:** As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Problem Statement 2 (Prioritized): Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students. **Root Cause:** We are targeting events to the overall audience and not engaging all families.

Priority Problem Statements

Problem Statement 1: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms.

Root Cause 1: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent.

Root Cause 2: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content.

Root Cause 3: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures.

Root Cause 4: There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed.

Root Cause 5: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance.

Root Cause 6: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement.

Root Cause 7: Leaders are not considering what teachers want in their schedules.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Special education students are struggling with use of instructional tools and identification on campus.

Root Cause 8: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Culture rounds did not have the impact intended and were inconsistent in Spring.

Root Cause 9: A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teacher retention has been low this year with leavers in the first Quarter of the year.

Root Cause 10: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students.

Root Cause 11: We are targeting events to the overall audience and not engaging all families.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question.

Root Cause 12: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance 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.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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)

High Priority

Evaluation Data Sources: ACT tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead consistent ACT practice in 9th, 10th and 11th grade classrooms **Strategy's Expected Result/Impact:** Teachers of all contents in high school will know the importance of this exam and make connections through their courses. **Staff Responsible for Monitoring:** CC, GTLs, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 7	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause**: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Restructure testing and tutoring attempts to quarterly initiatives **Strategy's Expected Result/Impact:** Students will remain focused on year long course work and become more motivated by content practice preparation. **Staff Responsible for Monitoring:** CC team - 12th grade teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 25% of graduates will matriculate to Tier I/II universities

Evaluation Data Sources: QAC Tracker; student GPA and ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead productive parents meetings for Tier I/II pipeline students **Strategy's Expected Result/Impact:** Leaders, parents and students are invested in this goal and school choices **Staff Responsible for Monitoring:** CCs **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock TELPAS exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Practice with technology **Strategy's Expected Result/Impact:** Students feel comfortable using tools and know how they are utilized during official testing. **Staff Responsible for Monitoring:** EB Coordinator, testing teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 6	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures. **Root Cause**: There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: STAAR Data; HB4545 PowerSchool Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Systems Set in Calendar **Strategy's Expected Result/Impact:** Leader is clear on operating mechanisms for tracking, entry, transparency and decision making. **Staff Responsible for Monitoring:** Principal, APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3 - School Processes & Programs 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause**: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 65% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock and Semester Exams; weekly UE data; classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data reporting by grade level **Strategy's Expected Result/Impact:** Teachers and leaders are aware of results and respond timely. **Staff Responsible for Monitoring:** SPED teachers, APIs **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.
Problem Statement 3: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause**: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.
School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing or 59 Student Achievement Average

High Priority

Evaluation Data Sources: Mock and Semester Exams; Locus dashboard; Master Student Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Modify School Data Board **Strategy's Expected Result/Impact:** This new data board will focus on one grade level in a shortened format so that leaders can see trends. **Staff Responsible for Monitoring:** APIs, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 5	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Student data guides all instructional decisions **Staff Responsible for Monitoring:** APIs, STAAR teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 7 - School Processes & Programs 1	15%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 7: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause**: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

School Processes & Programs

Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data tracking through lead team tactical meetings **Strategy's Expected Result/Impact:** APO is able to rely on lead team for clarity of data and next actions. **Staff Responsible for Monitoring:** APO, Lead Team **Title I:** 4.2 **Problem Statements:** School Processes & Programs 5	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow district support guide **Strategy's Expected Result/Impact:** Lead team has clarity on events we lead and how district support them. **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Parents and students are informed of campus events and attend them. **Staff Responsible for Monitoring:** SC **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Organizational items for families - notepads, supplies - Title I, Part A (4120) - PAR - $1,200, Activities for students/families at events - Title I, Part A (4120) - PAR - $2,000	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

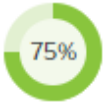
Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Perceptions
Problem Statement 2: Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students. **Root Cause**: We are targeting events to the overall audience and not engaging all families.

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: District Tracker; SC management

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC Tracking and monitoring of expectations **Strategy's Expected Result/Impact:** SC receives guidance of initiatives and seeks support where needed. **Staff Responsible for Monitoring:** SC **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 3: Increase student persistence

Performance Objective 4: 100% of teachers will average Proficient or higher on Culture Rounds

High Priority

Evaluation Data Sources: weekly tracking; Culture Rubric

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reset on Culture Rounds **Strategy's Expected Result/Impact:** All leaders know what it expected and have transparency on how change is made through their leadership. **Staff Responsible for Monitoring:** SC, Lead Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 8 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 2: Culture rounds did not have the impact intended and were inconsistent in Spring. **Root Cause**: A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Weslaco College Preparatory will achieve a 95.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus dashbaord ADA; daily attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team primary contact for ADA **Strategy's Expected Result/Impact:** Parents will feel more connected to their administrators, and this will increase relationships and results. Teachers will have more time to focus on culture and instruction. **Staff Responsible for Monitoring:** APO, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 1	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.
School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th, 7th and 9th graders meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Coaches trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus tracking **Strategy's Expected Result/Impact:** Teachers on grade team will be aware of this progress of students. The focus is not only on Math/Reading goals, but also the well being and health of individual students. **Staff Responsible for Monitoring:** PE coaches, Managers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 8	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of high priority students will have attendance contract signed at BOY

High Priority

Evaluation Data Sources: campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team **Strategy's Expected Result/Impact:** Lead team is involved in family connections and sets the tone for year-long attendance in their respective grade levels. **Staff Responsible for Monitoring:** APO, Lead Team **Title I:** 2.4, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Cornerstone and reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking of Progress **Strategy's Expected Result/Impact:** Principal is aware of leaders who are needing more support with priorities. **Staff Responsible for Monitoring:** Principal, teacher managers **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - School Processes & Programs 5 - Perceptions 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff is clear on their areas of strength and growth. The manager/employee relationship is strengthened. **Staff Responsible for Monitoring:** Teacher managers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2 - School Processes & Programs 5 - Perceptions 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Weslaco College Preparatory is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher and Staff retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Candidates are high quality. **Staff Responsible for Monitoring:** Talent Partner **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Instructional leaders have the best qualified candidates as hiring options. **Staff Responsible for Monitoring:** Principal and Talent Partner **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - School Processes & Programs 1, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

School Processes & Programs

Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 5: Increase staff retention

Performance Objective 3: Achieve 80% agree/strongly agree average on GPTW survey

High Priority

Evaluation Data Sources: GPTW pulse check and final survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manager focus on priority statements to get to teacher's thoughts on how to improve and define these statement responses. **Strategy's Expected Result/Impact:** Relationships are improved and communication is two-way. **Staff Responsible for Monitoring:** Teacher managers **Title I:** 2.4 **Problem Statements:** School Processes & Programs 3, 5 - Perceptions 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement. **Root Cause**: Leaders are not considering what teachers want in their schedules.
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

Performance Objective 4: 100% of students are trained in safety procedures

Evaluation Data Sources: FM tracker; monthly drills

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher tracking of drills and quality checks **Strategy's Expected Result/Impact:** Students are aware of what is expected of them because of teacher actions. **Staff Responsible for Monitoring:** FM, APO **Title I:** 2.5 **Problem Statements:** Student Learning 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Activities for students/families at events	PAR	$2,000.00
3	2	2	Organizational items for families - notepads, supplies	PAR	$1,200.00
				Sub-Total	$3,200.00
				Budgeted Fund Source Amount	$3,269.78
				+/- Difference	$69.78
				Grand Total Budgeted	$3,269.78
				Grand Total Spent	$3,200.00
				+/- Difference	$69.78

IDEA Public Schools

Weslaco Pike College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 3, 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.

Weslaco Pike College Prep

At Weslaco Pike College Prep , learning thrives because our school is positive, inclusive and joyful. Our students will persist through college and be confident that they will be able to navigate and accept the challenges of post-secondary education and upon return, WPCP alumni will transform the Weslaco Community by building citizenship and advocacy as it pertains culture and world-wide views.

Families, staff and students will be empathic and continue to be resilient by tapping into our strengths to overcome challenges and work through problems by modeling strong work ethic and be determined to get things done by focusing on our goals. The steadfast belief that we WILL forge a path forward using these attributes, ensures that our students have the power to create their reality and their futures.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Weslaco Pike College Prep is a Title one school that is a A rated campus with an over enrollment number of 754 students. The over enrollment of 3 kids is attributed to the families wanting to bring students to our campus due to school safety, A rating, joy our teachers bring and being a UIL 3A sports campus and have earned acclimations and honors with our student athletes. We offer quality classroom instruction with the mission of College for All.

Pike College Prep demographics include 83.18% of student population being economically disadvantaged, 97.6% Hispanic, 12% disabilities and 37.52% Emergent Bilingual.

Demographics Strengths

A rated campus.
96% student persistence
School Safety

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Did not meet goal of 97% average daily attendance. **Root Cause:** Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).

Problem Statement 2 (Prioritized): Student and family needs are not being met and families are not being retained. **Root Cause:** Lack of systems to identify student needs (surveys, campus liaisons).

Problem Statement 3: School programs are not aligned to student needs and interests. **Root Cause:** Lack of system that identifies what students needs and interests are (surveys).

Student Learning

Student Learning Summary

pending STAAR/AP scores

Student Learning Strengths

Some areas of strength are content collaboration, unpacking data, closing gaps based on data. Students can support their understanding to the text using text evidence in various contents. Implementation of AP Supplemental Aligned Materials. Academic Monitoring across grade levels based on student data and focused on target students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Intervention program is not yielding growth in student goals. **Root Cause:** There is not an effective system to track data and identify where intervention is needed and what type.

Problem Statement 2 (Prioritized): Special education services in high school are not yielding student growth. **Root Cause:** Lack of tracking of HS student assessments to identify correct support systems.

School Processes & Programs

School Processes & Programs Summary

At Weslaco Pike, leaders and teachers both receive professional development as a whole group and individualized. We have established collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning by analyzing school schedules and converting them into PLC schedules. These are either grade team meetings or content team meetings and all staff too. We provide evidence-based feedback to teachers to improve instruction by observing and preparing feedback (See it, Name it, Do It). We have set systems and procedures in place to identify time to collaborate throughout the day (All staff PD, Content team meetings (PLCs), Coaching Clinics),review funding and align our budget to your campus instructional needs. Review % allotted for PD, % allotted for extra duty pay for tutorials and Saturday School (ESSER Funds), observe teachers, lead data meetings or leading walkthroughs to collect the data on whether the PD is being implemented or working, Operating mechanism for reviewing lesson plans to provide feedback on first instruction incorporating action step, operating mechanism for accountability within the campus leaders. We also ensure to provide teacher & leaders with resources.

School Processes & Programs Strengths

Instructional Coaching cycle for both leaders and teachers.

Campus Crisis Safety Team

Process for threats and student safety

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): General Ed teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause:** There is a lack of up to date training and collaboration between SPED and General Ed teachers.

Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause:** There is a lack of systems to bring joy and provide social and emotional support.

Problem Statement 3 (Prioritized): There has been an increase of student infractions connected to student safety. **Root Cause:** There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Problem Statement 4 (Prioritized): Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause:** There has not been fidelity to the coaching cycle and process for providing feedback.

Perceptions

Perceptions Summary

This past year we held family engagement events that were at 40% participation overall.

Events:

Meet The Teacher

Family Picnic

Campus Improvement Plan

Arts and Crafts

Senior Parent Meetings

Report Card Nights (3 Quarters)

Coffee with the Principal

Fall Festival

Senior Love Meeting

8th/9th/11th Transition Meeting

Art Show

Spring Festival

Poetry Cafee

AP Scholars Breakfast

EOY Awards/Ceremonies

Graduation

We held 4 surveys this year-- Beginning of Year--safety and operations, fall (student/parent) social emotional and student and teacher feedback, spring (parent/student/campus and SEL), and end of year.

100% participation in student surveys and 69% in family surveys.

Student data results --

Campus Data: high point was safety at 4.7 out of 5 and low point was School Belonging.

Teacher data: Overall 3.95 out of 5

Family data results --

Campus Data: high point was safety at 4.4 out of 5 and low point was healthy kids initiative at 4.2 out of 5

Teacher data: 4.6 out of 5

We do not have any community partnerships nor volunteers, but for the 23-24 school year we will be founding a Senior Booster Club.

Perceptions Strengths

For the year of 22-23 there were more events held and not cancelled. Teachers were spotlighted and some information was shared about the school regarding our programs such as college field lessons. We also held family informative sessions online due to attendance be higher on a virtual setting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low percentage of attendance to family events/meeting. **Root Cause:** Families not interested in data, but in student spotlights.

Problem Statement 2 (Prioritized): There is a disconnect between families and staff. **Root Cause:** There is not an effective system for parent communication with all staff.

Problem Statement 3: High percentage of incidents impacting student mental and physical well being. **Root Cause:** No clear system for roles and responsibilities and tracking system for social and emotional support.

Priority Problem Statements

Problem Statement 1: Did not meet goal of 97% average daily attendance.
Root Cause 1: Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).
Problem Statement 1 Areas: Demographics

Problem Statement 2: Student and family needs are not being met and families are not being retained.
Root Cause 2: Lack of systems to identify student needs (surveys, campus liaisons).
Problem Statement 2 Areas: Demographics

Problem Statement 3: Intervention program is not yielding growth in student goals.
Root Cause 3: There is not an effective system to track data and identify where intervention is needed and what type.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education services in high school are not yielding student growth.
Root Cause 4: Lack of tracking of HS student assessments to identify correct support systems.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: General Ed teachers have a lack of understanding around accommodations and modifications for SPED students.
Root Cause 5: There is a lack of up to date training and collaboration between SPED and General Ed teachers.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There has been an increase of student infractions connected to student safety.
Root Cause 6: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Low percentage of attendance to family events/meeting.
Root Cause 7: Families not interested in data, but in student spotlights.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a disconnect between families and staff.
Root Cause 8: There is not an effective system for parent communication with all staff.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Staff satisfaction surveys have yielded low results for coaching and development.

Root Cause 9: There has not been fidelity to the coaching cycle and process for providing feedback.

Problem Statement 9 Areas: School Processes & Programs

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)

High Priority

HB3 Goal

Evaluation Data Sources: Mastery prep reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify and bucket students by growth and no progress to plan for boot camp and ACT Saturday School. **Strategy's Expected Result/Impact:** Increase 2.5 points in composite score by graduation. **Staff Responsible for Monitoring:** CC team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: Tsi reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI course in conjunction with UTRGV for support. **Strategy's Expected Result/Impact:** 100% of students are TSI exempt by graduation **Staff Responsible for Monitoring:** CC Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of lead team will be aware of matriculation concerns.

Evaluation Data Sources: Tactical data board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Opportunity to share matriculation concerns at weekly tactical **Strategy's Expected Result/Impact:** All administration team will be able to know students of concerns and provide feedback and support. **Staff Responsible for Monitoring:** CC Team and Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 1: All IDEA students matriculate to college

Performance Objective 4: 100% of seniors will have meaningful connections.

High Priority

Evaluation Data Sources: DCC check in

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of Senior PWI program- quarterly meetings with seniors. **Strategy's Expected Result/Impact:** Opportunity for seniors to feel heard and celebrated. **Staff Responsible for Monitoring:** DCC and Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

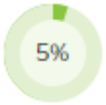
Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: There is a disconnect between families and staff. **Root Cause**: There is not an effective system for parent communication with all staff.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Telpas benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TELPAS bootcamp in February to practice writing and speaking components. **Strategy's Expected Result/Impact:** Students will learn 2-3 strategies that can be used to improve ELPS **Staff Responsible for Monitoring:** EB coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

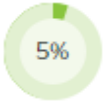
Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Powerschool and check in docs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Catalyst period added to daily schedule for HB4545 remediation. **Strategy's Expected Result/Impact:** HB4545 students will complete required minutes by end of semester 1. **Staff Responsible for Monitoring:** APIs, principal, and teachers. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Check ins and ptg

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sped and gen ed collaboration meetings **Strategy's Expected Result/Impact:** Implementation of high leverage in class supports **Staff Responsible for Monitoring:** APIs and sped manager **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	5%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

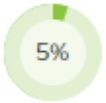
Student Learning
Problem Statement 2: Special education services in high school are not yielding student growth. **Root Cause**: Lack of tracking of HS student assessments to identify correct support systems.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Check ins/PTGs/Tactical data board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Growth in all domains **Staff Responsible for Monitoring:** Principal and APIs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.
School Processes & Programs
Problem Statement 1: General Ed teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause**: There is a lack of up to date training and collaboration between SPED and General Ed teachers.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: Increase % of students meeting CCMR by 5%

HB3 Goal

Evaluation Data Sources: DCC check in and tactical data board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI tutorials before testing for seniors who are not TSI ready. **Strategy's Expected Result/Impact:** Remediation is fresh in student's minds and percentage of mastery increases. **Staff Responsible for Monitoring:** RTTC teacher and DCC **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. **Root Cause**: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Check-in data review, PTG

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1 culture rounds of walkthroughs of all buildings (portables) have locked doors, staff culture surveys per quarter. **Strategy's Expected Result/Impact:** 100% of doors are locked and staff have an opportunity to share upwards feedback. **Staff Responsible for Monitoring:** APO and Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There has been an increase of student infractions connected to student safety. **Root Cause**: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Goal 3: Increase student persistence

Performance Objective 2: 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))

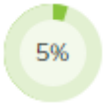
High Priority

Evaluation Data Sources: Engagement year at a glance during weekly tactical

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9) **Strategy's Expected Result/Impact:** Increase family attendance to 60%. **Staff Responsible for Monitoring:** SC, Principal, APIs, and GTLs **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 2	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Curriculum family meeting to promote tracking of student progress. **Strategy's Expected Result/Impact:** Families provide support at home and know the impact of the curriculum that is taught on campus. **Staff Responsible for Monitoring:** APIs and Principal **Title I:** 2.4, 4.2 **Funding Sources:** Clipboards, dry erase boards, sticky notes, and pencils. - Title I, Part A (4120) - $905	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Senior Parent Meetings to promote understanding of financial and academic needs as seniors matriculate to college. **Strategy's Expected Result/Impact:** Families are financially set for senior matriculation. **Staff Responsible for Monitoring:** DCC and Principal **Title I:** 2.4, 4.2 **Funding Sources:** pens, money organizer planner, pencil pouches, dry erase board - Title I, Part A (4120) - $895	5%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Healthy Kids Initiative Meeting **Strategy's Expected Result/Impact:** Healthy families **Staff Responsible for Monitoring:** SC and Principal **Title I:** 4.1, 4.2 **Funding Sources:** manipulatives and de-minumus items - Title I, Part A (4120) - $1,281.80				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Low percentage of attendance to family events/meeting. **Root Cause**: Families not interested in data, but in student spotlights.
Problem Statement 2: There is a disconnect between families and staff. **Root Cause**: There is not an effective system for parent communication with all staff.

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Counselor Check in

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC compliance meeting and early communication teacher investment-- timeline included and supports system. **Strategy's Expected Result/Impact:** Stay at 100% completion of deadlines. **Staff Responsible for Monitoring:** SC **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Student and family needs are not being met and families are not being retained. **Root Cause**: Lack of systems to identify student needs (surveys, campus liaisons).

School Processes & Programs
Problem Statement 3: There has been an increase of student infractions connected to student safety. **Root Cause**: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Goal 3: Increase student persistence

Performance Objective 4: 100% of students and families will be able to know where to find the student code of conduct and most common infractions and consequences.

Evaluation Data Sources: family and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review student code of campus during BOY PD for staff, and students during culture camps, parents during MTT. **Strategy's Expected Result/Impact:** Students, families, and staff know where to find the student code of conduct, consequences, and remediation. **Staff Responsible for Monitoring:** APIs and Principal **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 3	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: There has been an increase of student infractions connected to student safety. **Root Cause**: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Weslaco Pike CP will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Check ins, data board review during weekly tactical, PTG

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementing an effective communication regarding attendance implications to end of year-- loss of credit. (flyers/attendance letters during drop off/pick up & MTT, report card, Open House) **Strategy's Expected Result/Impact:** 100% of families understand the importance of ADA in connection to credit. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a disconnect between families and staff. **Root Cause**: There is not an effective system for parent communication with all staff.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes. (TEC 11.253(d)(10))

Evaluation Data Sources: check in, data board review during weekly tactical

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of tracking and recognition program for MVPA minutes. **Strategy's Expected Result/Impact:** Students and families get reports of minutes every week and they are recognized at minimum every quarter. **Staff Responsible for Monitoring:** Coach and API **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a disconnect between families and staff. **Root Cause**: There is not an effective system for parent communication with all staff.

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of leaders will contact families of absent students on a daily basis (if no response send text message).

High Priority

Evaluation Data Sources: data review during weekly tactical

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily calls to families between 8:15-8:30 and system to have teachers update absence log by 8:15 pick up. **Strategy's Expected Result/Impact:** 100% of families are aware of student absence **Staff Responsible for Monitoring:** APO and Grade Team admins **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There is a disconnect between families and staff. **Root Cause**: There is not an effective system for parent communication with all staff.

Goal 4: Increase student daily attendance

Performance Objective 4: Fidelity to ADA Yearlong Incentive/Theme

High Priority

Evaluation Data Sources: APO Check in

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly ADA incentive and themes **Strategy's Expected Result/Impact:** ADA is increased by 1% during theme weeks **Staff Responsible for Monitoring:** APO **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	15%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Did not meet goal of 97% average daily attendance. **Root Cause**: Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).

Goal 4: Increase student daily attendance

Performance Objective 5: Teachers will track students of concern at GTM and make meaningful connection by Friday of every week.

High Priority

Evaluation Data Sources: Weekly tactical

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use of student of concern tracker every week to review students of concern . **Strategy's Expected Result/Impact:** Families of students of concern will have meaningful contact on a weekly basis. **Staff Responsible for Monitoring:** grade team admin, APO, Principal **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	15%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Student and family needs are not being met and families are not being retained. **Root Cause**: Lack of systems to identify student needs (surveys, campus liaisons).

Goal 5: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: SDC completion tracker review during tactical and check-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff receive feedback and coaching. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4	5%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause**: There has not been fidelity to the coaching cycle and process for providing feedback.

Goal 5: Increase staff retention

Performance Objective 2: 85% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: weekly tactical and leader check ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** selected staff have knowledge of the role that they have accepted **Staff Responsible for Monitoring:** principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause**: There has not been fidelity to the coaching cycle and process for providing feedback.

Goal 5: Increase staff retention

Performance Objective 3: 100% of staff have a space to share upwards feedback.

Evaluation Data Sources: leader check in

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Surveys at end of PD, 2 way feedback at every check in. **Strategy's Expected Result/Impact:** 75% rating on AEE My leadership team values and responds to my feedback and ideas. **Staff Responsible for Monitoring:** Principal and LT **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause**: There has not been fidelity to the coaching cycle and process for providing feedback.

Goal 5: Increase staff retention

Performance Objective 4: 100% of staff are celebrated through recognition spotlights.

Evaluation Data Sources: weekly tactical and leader check ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly staff shout outs focused on our priorities. **Strategy's Expected Result/Impact:** Staff are able to see their growth and feel valued. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause**: There has not been fidelity to the coaching cycle and process for providing feedback.

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Clipboards, dry erase boards, sticky notes, and pencils.		$905.00
3	2	3	pens, money organizer planner, pencil pouches, dry erase board		$895.00
3	2	4	manipulatives and de-minumus items		$1,281.80
				Sub-Total	$3,081.80
				Budgeted Fund Source Amount	$3,081.80
				+/- Difference	$0.00
				Grand Total Budgeted	$3,081.80
				Grand Total Spent	$3,081.80
				+/- Difference	$0.00

IDEA Public Schools

Yukon College Prep

2023-2024 Improvement Plan

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

Demographics

Demographics Summary

During the 22-23 school year, IDEA Yukon College Prep only serviced 6th and 7th grade but will scale to include 8th grade during the 23-24 school year.

Scholar attendance for 22-23 was 95.35 as of 5/22/23. 19% of scholars receive special education services. 13.7% of scholars receive EB services and accommodations.

85% of teachers across IDEA Yukon will be returning for the 23-24 school year.

Demographics Strengths

Yukon CP teachers have an 85% retention rate, which is the goal for staff retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause:** Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Problem Statement 2: SpEd scholars are off-track to reach their target achievement levels on STAAR. **Root Cause:** New teachers struggled to differentiate lessons for all scholars.

Student Learning

Student Learning Summary

Internal Mock exams for RLA showed achievement at 61.25.5 for an SAS of 31 in 6th grade and 60.36.15 for a SAS of 37 in 7th grade. The most recent STAAR Interim showed a SAS of 47 for 6th and a SAS of 50 for 7th.

Internal Mock exams for Math showed achievement at 81.38.4 for an SAS of 41 in 6th grade and 63.39.17 for a SAS of 40 in 7th grade.

Student Learning Strengths

Renstar data shows 2.5 years of growth in Math.

IDEA Yukon was named the Imagine Nation School of Excellence, reaching above 90% Math Masters and 47% Math Geniuses.

80% Word Masters and 24% Royal Readers.

Semester Exams placed reading in the top 75% of the district for 7th grade and 90%tile for 6th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RLA scores for are well below the goal SAS of 60. **Root Cause:** Teacher planning does not incorporate enough TEKS aligned writing, editing and revising on a daily basis.

Problem Statement 2 (Prioritized): SPED scholars are not on track to reach their target on RLA STAAR Exam. **Root Cause:** Teacher planning does not include effective differentiation.

School Processes & Programs

School Processes & Programs Summary

Leaders train teachers through a coaching cycle that ensure teachers are developing individualized skills to drive their teaching. All teachers participate in a daily Deliberate Practice protocol, which allows teachers to learn skills together while also ensure that school systems and procedures are universal.

Lead team meets multiple times a week with a different lens, including instructional rounds, tactical, huddle, and schedule meetings. This ensures that all areas of the school are functioning effectively and roles are clear.

All teachers have access to projectors, document cameras, and computers. Pear deck has been integrated into lessons across all contents, allowing for students to receive real-time feedback. Chromebooks are 1-1 across all grade levels.

School Processes & Programs Strengths

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 across all contents including electives courses. This 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.

86% of families chose "always" for the statement "My child's school is preparing my child for college".

86% of families chose "always" for the statement "This school hold my child to high academic standards".

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lesson plans are inconsistently created and submitted across contents, grades, and teachers. **Root Cause:** The lesson planning components were taught, but not monitored for effective execution, leaving gaps in teacher skill sets and expectations adherence.

Problem Statement 2 (Prioritized): The coaching cycle is not adhered to with fidelity across all leaders and teachers. **Root Cause:** Leaders do not have a normed system to give and track feedback for teachers.

Perceptions

Perceptions Summary

Staff retention for the 23-24 school year is 82%. 94% of leaders, 85% of teachers, and 69% of our OPS team members are are remaining on campus.

Yukon has started a PTA to create more space for parents within our school. The PTA has sponsored things such as Teacher Appreciation week and the yearbook planning.

The goal of 60% engagement from families and community members during our monthly family engagement events was surpassed, reaching 89% across all events throughout the school year.

Currently, student retention for the 23/24 school year is 93.62%. This is below the benchmark for this time of year.

Perceptions Strengths

Families are wanting to be engaged, this is evident by the turn out to events. Events have been more balanced between College Prep and Academy planning.

85% of teachers and 94% of leaders are remaining with the campus, which is at or above our benchmark goal.

PTA had begun, which has the potential to increase our parent involvement.

Sports and activities are fully launched, which we will continue through to the next year. We have plans to increase our offerings to drive student engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Scholars and families were not clear on IDEA's culture expectations prior to the registering. **Root Cause:** Transition in leadership mid-year caused limited interaction with the school prior to registration.

Problem Statement 2 (Prioritized): Staff members are not remaining with IDEA Yukon College Prep. **Root Cause:** Ops teams are not included in the same structures of support as our teachers and lead team members are.

Priority Problem Statements

Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%.
Root Cause 1: Attendance matrix was rolled out late into the school year and was not followed with fidelity.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The coaching cycle is not adhered to with fidelity across all leaders and teachers.
Root Cause 2: Leaders do not have a normed system to give and track feedback for teachers.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: SPED scholars are not on track to reach their target on RLA STAAR Exam.
Root Cause 3: Teacher planning does not include effective differentiation.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff members are not remaining with IDEA Yukon College Prep.
Root Cause 4: Ops teams are not included in the same structures of support as our teachers and lead team members are.
Problem Statement 4 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: SpEd scholars achieve 40% at the 'Meets' level in STAAR

Evaluation Data Sources: UEs, TQs, LAs will be used for benchmarking. STAAR will be final evaluation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track SpEd scholar achievement in ELA and Math following each UE/ME/LA. **Strategy's Expected Result/Impact:** Priority scholars can be identified, allowing for more intentional tutoring and differentiation in class. **Staff Responsible for Monitoring:** SpEd Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SpEd Collaboration will take place bi-weekly, so support accomodation planning and execution within the Gen Ed classrooms. **Strategy's Expected Result/Impact:** General Education teachers will effectively plan for and execute accomodations for all scholars. **Staff Responsible for Monitoring:** SpEd point person **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: SPED scholars are not on track to reach their target on RLA STAAR Exam. **Root Cause**: Teacher planning does not include effective differentiation.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: College Prep achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing in Spring 2024.

Evaluation Data Sources: LA, UE, ME, TQ

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in bi-weeklys and district exams. **Strategy's Expected Result/Impact:** Locus Dashboards will ensure that all scholars are intentially targeted. **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will provide feedback to submitted lesson plans weekly, allowing for feedback turn around before first teach. **Strategy's Expected Result/Impact:** Intentional planning allows for effective first teach. **Staff Responsible for Monitoring:** Instructional Leaders **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 49% of students will increase TELPAS level or maintain AH

Evaluation Data Sources: Summit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All lesson plans will become proficient in opportunities for writing/speaking				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 80% of students receiving Accelerated Instruction will meet their minutes requirements

Strategy 1 Details	Reviews			
Strategy 1: Accelerated Learning will be integrated into a dedicated Academic Block	Formative			Summative
	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 1: Yukon CPwill hold quarterly events including: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up, Dances, and athletics/clubs.

Evaluation Data Sources: Attendance at events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselors will plan events that align to the interest of scholars and families within College Prep. **Strategy's Expected Result/Impact:** Students will be more interested in the events, increasing attendance for families. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I, Part A (4120) - $697.49				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 2: Complete Anti-Bullying and Safer, Smarter School curriculum.

Evaluation Data Sources: Ensure culture is positive and friendships can be made between scholars.

Strategy 1 Details	Reviews			
Strategy 1: Counselor will train teachers on implimentation of lessons prior to the beginning of the school year. **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Counselor will monitor completion rates for all college prep schoolars.	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 3: Campus receives 'proficient' or higher in campus safety scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus conducts frequent safety audits				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 4: Campus will be 100% compliant in holding Title 1 Parent Engagement events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: : Campus will backward plan all Title 1 events at BOY				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 1: IDEA Yukon CP will achieve a 97% annual attendance rate for the 23-24 school year.

Evaluation Data Sources: Locus dashboard for ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calls will be made to 100% of families with absent scholars each day. **Strategy's Expected Result/Impact:** Families will understand the importance of school. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: College Prep leaders will meet weekly to review current absence rates and chronically absent scholars. **Strategy's Expected Result/Impact:** All leaders will be able to support execution of the ADA matrix. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause**: Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 2: Yukon College Prep with take 100% of actions within the ADA Matrix.

Evaluation Data Sources: Matrix tracking through excel.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Prep lead team will have a strategy meeting each Friday to review current matrix and any scholar updates. **Strategy's Expected Result/Impact:** Scholars will have increase academic success. **Staff Responsible for Monitoring:** APO **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff will track all daily calls through the ADA Daily Tracker and matrix actions through our Matrix trackers. **Strategy's Expected Result/Impact:** APO and Principal can see which areas we are in compliance for. **Staff Responsible for Monitoring:** Principal/APO				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause**: Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 3: 100% of students reach their MVPA minutes goal

Strategy 1 Details	Reviews			
Strategy 1: Use check ins to monitor PTG of MVPA minutes	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: Increase staff retention to 85% for Yukon College Prep staff.

Performance Objective 1: 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.

Evaluation Data Sources: Power Bi tracking for completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will recieve effective coaching through complete coaching cycles on a weekly basis. **Strategy's Expected Result/Impact:** Teachers will feel competent in their work. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention to 85% for Yukon College Prep staff.

Performance Objective 2: Quarterly skip level meetings to promote 2 way feedback.

Evaluation Data Sources: Tracking through retention tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** New hires will be chosen based on skill set, increasing chances of success of staff member. **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers recieve weekly feedback on lesson plans and execution through Teachboost and weekly check ins. **Strategy's Expected Result/Impact:** Teachers will see improvement in their skills and empowered to continue to learn. **Staff Responsible for Monitoring:** Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: 100% student enrollment (no required performance objectives/strategies)

Performance Objective 1: Yukon CP will be at 100% enrollment on Day 1.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Call all scholars that do not attend meet the teacher. **Strategy's Expected Result/Impact:** Scholars that did not come will get the opportunity to start connecting with teachers. **Staff Responsible for Monitoring:** GTLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Offer additional seats for any grade that is projected to be under enrolled. **Strategy's Expected Result/Impact:** Additional offers will ensure scholars are in seats on Day 1.				

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$697.49
				Sub-Total	$697.49
				Budgeted Fund Source Amount	$697.49
				+/- Difference	$0.00
				Grand Total Budgeted	$697.49
				Grand Total Spent	$697.49
				+/- Difference	$0.00

IDEA Public Schools

Ingram Hills Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 17, 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: August 24, 2023

Demographics

Demographics Summary

We are a full scale Kinder through 5th grade campus located on the north west side of San Antonio. Our students are referred to as "scholars" and are between the ages of 5-12 years old. We service scholars in special programs such as Special Education, 504, and Emerging Bilingual Program. Our school is focused on academics with the mission and vision of sending all of our scholars to and through college upon completion of high school.

Demographics Strengths

1. Our campus has met enrollment each of the last 5 years and have over 700 scholars enrolled.

2. Our current persistence (those scholars planning to return in the coming academic year is 93% which is 5% higher than it was at this time last year.)

3. IDEA offers a competitive salary and bonuses for high-performing teachers.

3. IDEA has historically reached it mission and vision of 100% College for All.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The population of scholars that is most likely to withdraw is "New to IDEA" scholars, or scholars in their first year with the district (86.96%) **Root Cause:** Scholars were enrolled from July to October with little to no onboarding or tours of the campus.

Problem Statement 2 (Prioritized): While persistence has increased over past years, enrollment is off-track in the Kinder grade level. **Root Cause:** Recruitment occurs monthly, but little is done to build relationships with accepted families until April or May.

Student Learning

Student Learning Summary

Last year, Ingram Hills was given an A-rating by the Texas Education Agency. This year our rating is unclear as STAAR assessments are different this year and will have updated passing standards. We have focused on implementing humanities courses with fidelity this year and adjusting to the changes in writing on the ELA STAAR tests and well as prioritizing online learning as the STAAR format has changed.

Student Learning Strengths

1. Scholars can perform well on formative assessments.

2. Math department in 3rd - 5th are performing well.

3. Scholars are performing and engaged in the Science and Social Studies curriculum.

4. IHA was ranked an "A" per TEA based off STAAR results for the 21-22 school year.

5. Classroom observations are held and provide real time coaching with an observation feedback meeting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We currently have a gap in writing instruction in K - 5th. **Root Cause:** This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.

Problem Statement 2: There is a high need in building strong reading comprehension skills in K - 5th. **Root Cause:** Scholars struggle in comprehension as our K-2 curriculum promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.

Problem Statement 3 (Prioritized): IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors. **Root Cause:** Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

School Processes & Programs

School Processes & Programs Summary

IDEA Ingram Hills Academy has created and implemented successful school systems and processes throughout the year. We have successfully implemented our parent communication systems which include many types of social media platforms, documentation of incidents, positive call tracking, and weekly parent and staff newsletters.

School Processes & Programs Strengths

1. Our school prides itself in hiring high quality educators for the best matched subject areas based on student needs.

2. Our teachers create individualized lesson plans that address areas of concern for all scholars. Our teachers have a growth mindset that is present throughout our school with staff and students.

3. The curriculum that our school uses is tailored to fit the needs of each scholar. Teachers have the ability to modify the lessons and curriculum as needed based on mastery and the needs of our scholars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): This year our school has lacked in RTI tracking, collecting of data, and implementation of strategies to help our scholars. **Root Cause:** There was lack of training provided for staff to successfully implement and track RTI.

Problem Statement 2 (Prioritized): This year our school has lacked in a SPED Accommodation Tracking system for teachers. **Root Cause:** There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.

Problem Statement 3 (Prioritized): As a campus we've seen an increase of incidents occurring with behavior in all grade levels. **Root Cause:** Campus does not have differentiated behavior consequences for Level II and Level III behaviors.

Perceptions

Perceptions Summary

IDEA Ingram Hills Academy has provided the necessary tools and trainings for our teachers to better support the social emotional needs of our students. We have improved our systems of ongoing positive communication with our parents by utilizing our social media platforms and parent communication logs. This school year we have prioritized monthly family engagement events to help build relationships with our families and community.

Perceptions Strengths

1. Parent Communication via positive calls and post-incident calls

2. Staff Development in Mentoring and Social Emotional Learning

3. Response to all Crisis Events and Providing Appropriate Supports

4. Family Engagement Events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are not consistent with our conflict resolution as we are still seeing the same behaviors occur between the same students. **Root Cause:** Conflict resolution training was not adequately implemented at all levels. Only the school counselor knows the process and protocol.

Problem Statement 2 (Prioritized): There are few opportunities for parent input or parent volunteer **Root Cause:** This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.

Priority Problem Statements

Problem Statement 1: As a campus we've seen an increase of incidents occurring with behavior in all grade levels.
Root Cause 1: Campus does not have differentiated behavior consequences for Level II and Level III behaviors.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: This year our school has lacked in RTI tracking, collecting of data, and implementation of strategies to help our scholars.
Root Cause 2: There was lack of training provided for staff to successfully implement and track RTI.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: This year our school has lacked in a SPED Accommodation Tracking system for teachers.
Root Cause 3: There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We currently have a gap in writing instruction in K - 5th.
Root Cause 4: This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.
Root Cause 5: Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: There are few opportunities for parent input or parent volunteer
Root Cause 6: This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: We are not consistent with our conflict resolution as we are still seeing the same behaviors occur between the same students.
Root Cause 7: Conflict resolution training was not adequately implemented at all levels. Only the school counselor knows the process and protocol.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: The population of scholars that is most likely to withdraw is "New to IDEA" scholars, or scholars in their first year with the district (86.96%)

Root Cause 8: Scholars were enrolled from July to October with little to no onboarding or tours of the campus.
Problem Statement 8 Areas: Demographics

Problem Statement 9: While persistence has increased over past years, enrollment is off-track in the Kinder grade level.
Root Cause 9: Recruitment occurs monthly, but little is done to build relationships with accepted families until April or May.
Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- 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 approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Goals

Goal 1: IDEA achieves an A Rating

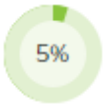
Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative district assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ELAR and Writing departments will collaborate on uniform expectations for annotations and pre-writing strategies **Strategy's Expected Result/Impact:** Scholars will be able to better comprehend passages and make meaning of prompts before answering questions or writing **Staff Responsible for Monitoring:** Teachers, APIs **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff will be trained on specific EB strategies for building language comprehension in all contents. **Strategy's Expected Result/Impact:** EB scholars will increase skill in reading comprehension and course content through the use of scaffolds **Staff Responsible for Monitoring:** Teachers, Interventionists, APIs **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We currently have a gap in writing instruction in K - 5th. **Root Cause**: This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.
Problem Statement 3: IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors. **Root Cause**: Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 39% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative district assessments, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Math department will utilize problem-solving tools such as UPSE **Strategy's Expected Result/Impact:** Scholars will be able to break down multistep problems and better explain their rationale behind mathematical choices **Staff Responsible for Monitoring:** Teachers, APIs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage academic block to provide accelerated instruction for HB4545 daily during the academic day. **Strategy's Expected Result/Impact:** Increase in performance level on STAAR in Math and Reading **Staff Responsible for Monitoring:** Principal, APIs **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Formative district assessments, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sped teachers will lesson plan strategically using scaffolds and differentiation based on IEP and accommodations **Strategy's Expected Result/Impact:** Sped scholars will increase daily exit tickets and assessment scores based on this targeted differentiation **Staff Responsible for Monitoring:** Special Education team, teachers, APIs **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	N/A	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Locus dashboard to track academic achievement for each student in domains 1-3 and respond to data. **Strategy's Expected Result/Impact:** Urgent data-response and intervention **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	20%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: This year our school has lacked in a SPED Accommodation Tracking system for teachers. **Root Cause**: There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.

Goal 2: Increase student persistence

Performance Objective 1: 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))

Evaluation Data Sources: Attendance logs at engagement events, funding documents for family engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create school wide calendar and publish monthly to all families containing family events, report card nights, and celebrations. **Strategy's Expected Result/Impact:** Families will be informed of campus events and campus will be able to better plan and prepare for each **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** - Title I, Part A (4120) - $2,898.78	40%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold monthly town halls for parents to ask questions, observe classrooms, and sign up to volunteer for events **Strategy's Expected Result/Impact:** Build parent involvement and partnership through relationship building and awareness of instruction on campus **Staff Responsible for Monitoring:** Principal, counselor **Title I:** 4.1 **Problem Statements:** Perceptions 2	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: There are few opportunities for parent input or parent volunteer **Root Cause**: This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Permission slip for SSS, tracker from district calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Add trainings and anti-bullying to campus calendar, track implementation through weekly culture rounds **Strategy's Expected Result/Impact:** Decrease in bullying incidents in 23-24 school year **Staff Responsible for Monitoring:** Counselor, Principal **Problem Statements:** School Processes & Programs 3	40%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: As a campus we've seen an increase of incidents occurring with behavior in all grade levels. **Root Cause**: Campus does not have differentiated behavior consequences for Level II and Level III behaviors.

Goal 3: Increase student daily attendance

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

Evaluation Data Sources: IHT watch data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE teachers turn in lesson plans that engage scholars bell to bell with aerobic exercise and team sports. **Strategy's Expected Result/Impact:** Ingram Hills will be on track for PE goal each month. Scholars will have structured outlet for physical activity. **Staff Responsible for Monitoring:** PE Teachers, Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	35%	100%	100%	

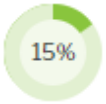
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: ADA escalation matrix will be utilized daily including calls and ADA family meetings to keep campus on track toward ADA goal.

High Priority

Evaluation Data Sources: Power School data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team will conduct rounds to observe all phases of the ADA escalation matrix and track daily during ADA huddle **Strategy's Expected Result/Impact:** ADA matrix will be followed with fidelity, resulting in reaching the 97% ADA goal. **Staff Responsible for Monitoring:** APO, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers are aware of growth and development, feel supported and heard by their manager. **Staff Responsible for Monitoring:** Principal, APIs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA Ingram Hills is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff retention, Teacher Career Pathway Levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 85% or higher staff retention **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	20%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Ingram Hills Academy will increase number of scholar applications via family and friend referrals in the 23-24 academic year

High Priority

Evaluation Data Sources: PTG for applications quarterly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold monthly refer a friend campaigns and publicize referral method via newsletter and pickup line **Strategy's Expected Result/Impact:** Referring friends to Ingram Hills builds trust and community and will ultimately make enrollment sustainable **Staff Responsible for Monitoring:** APO, Principal **TEA Priorities:** Recruit, support, retain teachers and principals	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: Ingram Hills Academy will conduct strategic recruitment events monthly and track staff attendance

Evaluation Data Sources: Application yield per month, staff attendance, application success per recruitment method

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prioritize business partnerships and historical success for flyering **Strategy's Expected Result/Impact:** Consistent application submission throughout year **Staff Responsible for Monitoring:** Principal, APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$2,898.78
				Sub-Total	$2,898.78
				Budgeted Fund Source Amount	$2,898.78
				+/- Difference	$0.00
				Grand Total Budgeted	$2,898.78
				Grand Total Spent	$2,898.78
				+/- Difference	$0.00

IDEA Public Schools

Judson Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

100% of all students going to college is not just a statement at IDEA Judson, it is a promise. IDEA Judson aims to be the highest performing school in IDEA Public Schools and the best education option for the families in the Converse community. We will motivate and challenge our scholars daily to ensure they are supported academically, emotionally, and socially. At our campus we will foster a joy of learning that will create a sense of belonging to our campus. At IDEA Judson we WILL deliver on our promise of 100% of scholars going to and through a four-year university.

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

Demographics

Demographics Summary

IDEA Judson Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grade K-5. IDEA Judson Academy is part of the fastest growing charter school networks in the state of Texas. Currently IDEA Judson Academy has 678 students enrolled and we were able to hit our goal of enrollment at the beginning of the school year.

The schools current demographics are the following:

Male: 53.28%

Female: 46.72%

Hispanic: 65.93%

African American: 18.20%

White: 11.21%

Special Education: 8.3%

EB: 16.89%

Eco. Dis: 76.86%

Demographics Strengths

1. Staff Retention: 95.83%

2. Student Persistence: 92.96%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New student persistence dropped below 90% **Root Cause:** Leadership failed to properly onboard new families and inform them of the true class sizes during our "Welcome to IDEA" event.

Problem Statement 2 (Prioritized): Students that are classified under HB4545 continuously performed less than 70% passing on district assessments. **Root Cause:** Training for tracking HB4545 was delayed to start the year and firm operating mechanisms for identify newly enrolled scholars were not established until December.

Student Learning

Student Learning Summary

IDEA Judson Academy has performed in the top 10 in the district in all content on district assessments. Our campus was third in the entire district in our overall academic achievement score on our last rounds of district mock assessments.

Kinder: 87% on Track

1st: 77% on Track

2nd: 88% on Track

Student Learning Strengths

1. Academic Achievement Score was 3rd in the district for mock exams in March/April.

2. Our K-2 scholars have met each quarter goal of scholars being on track in reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CSI scholars did not meet end of year benchmark goal in reading **Root Cause:** Late pivot to align content taught in CSI to TEKS based

Problem Statement 2 (Prioritized): We failed to meet the Domain 3 indicator for academic achievement for our special education demographic and in RLA. **Root Cause:** We failed to create an effective collaboration for content support between the content and special education teacher.

School Processes & Programs

School Processes & Programs Summary

At IDEA Judson Academy, the administrative team held weekly instructional and culture rounds to align in best practices and teacher feedback/rating using our GET Rubric. In addition, we held bi-weekly staff development with all staff members to address and gaps that have been observed by the lead team. For academic support, our teachers participated in the following: lesson planning clinics, lesson rehearsals, script practices, unpacking TEKS, and on the spot coaching.

School Processes & Programs Strengths

1. All 3-5 teachers reached proficiency in lesson planning and TEKS alignment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers were unfamiliar with our districts new observations rating tool (GET Rubric). **Root Cause:** Leaders failed to adequality cover in depth the changes in the GET Rubric during our beginning of the year professional development.

Problem Statement 2 (Prioritized): Instructional rounds to norm on ratings we upheld only 80% of the time. **Root Cause:** Leader did not stick with fidelity to core calendar and allowed other agenda items to to cancel instructional rounds.

Perceptions

Perceptions Summary

At IDEA Judson Academy we use various operating mechanisms to collect feedback from all stakeholders. At the campus level, we use weekly check-in's with teachers, parent surveys, student surveys, and our Great Places to Work Survey for all staff members.

Perceptions Strengths

1. Participation at family engagement events was always over 100 participants.

2. Staff Retention is at 95.83%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus canceled/changed multiple family engagement events over the course of the year. **Root Cause:** Leadership team failed to properly plan backwards to meet of the business offices new requirements.

Problem Statement 2 (Prioritized): ADA for the year was below the districts goal of 97.5%, kinder being the lowest. **Root Cause:** All leaders did not stick with fidelity to the campuses ADA matrix and there was a failure to stamp during onboarding of new students the impact of attendance on academics.

Priority Problem Statements

Problem Statement 1: We failed to meet the Domain 3 indicator for academic achievement for our special education demographic and in RLA.
Root Cause 1: We failed to create an effective collaboration for content support between the content and special education teacher.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: CSI scholars did not meet end of year benchmark goal in reading
Root Cause 2: Late pivot to align content taught in CSI to TEKS based
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students that are classified under HB4545 continuously performed less than 70% passing on district assessments.
Root Cause 3: Training for tracking HB4545 was delayed to start the year and firm operating mechanisms for identify newly enrolled scholars were not established until December.
Problem Statement 3 Areas: Demographics

Problem Statement 4: New student persistence dropped below 90%
Root Cause 4: Leadership failed to properly onboard new families and inform them of the true class sizes during our "Welcome to IDEA" event.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Instructional rounds to norm on ratings we upheld only 80% of the time.
Root Cause 5: Leader did not stick with fidelity to core calendar and allowed other agenda items to to cancel instructional rounds.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers were unfamiliar with our districts new observations rating tool (GET Rubric).
Root Cause 6: Leaders failed to adequality cover in depth the changes in the GET Rubric during our beginning of the year professional development.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Campus canceled/changed multiple family engagement events over the course of the year.
Root Cause 7: Leadership team failed to properly plan backwards to meet of the business offices new requirements.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: ADA for the year was below the districts goal of 97.5%, kinder being the lowest.
Root Cause 8: All leaders did not stick with fidelity to the campuses ADA matrix and there was a failure to stamp during onboarding of new students the impact of attendance on

academics.

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

- 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

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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics with a focus on academic talk and writing to help match the rigor that will appear at the college prep level. **Strategy's Expected Result/Impact:** Increase rigor in academic talk in grades K-5 with a focus on vocabulary, writing, and communications across various media sources. **Staff Responsible for Monitoring:** API's				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 59% to 61% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, district assessments and exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers. **Strategy's Expected Result/Impact:** Increase rigor in the classroom to align to the state assessment **Staff Responsible for Monitoring:** API's and teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers. **Strategy's Expected Result/Impact:** Increase rigor in the classroom to align to the state assessment **Staff Responsible for Monitoring:** API's and teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS exam and Mock TELPAS Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide strategic intervention for ELL scholars and track their progress daily. **Strategy's Expected Result/Impact:** IA Judson will achieve 42% or higher growth on TELPAS **Staff Responsible for Monitoring:** Teachers, TC, Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	30%	75%	85%	

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all safety meetings and drills are calendared out for the year and discuss status during weekly check-in with APO. **Strategy's Expected Result/Impact:** Ensure all drills are held within the given deadline **Staff Responsible for Monitoring:** APO and all staff				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include persistence events as a weekly agenda item in our lead time tacticals and present information to our events committee. **Strategy's Expected Result/Impact:** Ensure all money is spent appropriately to meet the needs of our campus cumminty. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Title I, Part A (4120) - $2,611	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly check-in's with PE teachers to receive updates on goal and to adjust backwards plan. **Strategy's Expected Result/Impact:** All scholars to meet MVPA minutes **Staff Responsible for Monitoring:** PE teachers and API	65%	45%	70%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Judson will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow campus ADA matrix to follow up on absent scholars **Strategy's Expected Result/Impact:** To be above 97.5% ADA for the entirety of the school year. **Staff Responsible for Monitoring:** All staff members	20%	30%	40%	

 No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

Evaluation Data Sources: District benchmarks and PTG

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track all coaching weekly via teachboost and check in documents **Strategy's Expected Result/Impact:** 100% of staff will be coached and developed to increase TCP placement **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	65%	75%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Judson is 100% 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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have monthly touch-points with talent partner to discuss current status of teacher vacancies and resources needed to support current teachers. **Strategy's Expected Result/Impact:** Recruit and retain 100% of staff members **Staff Responsible for Monitoring:** All lead team and talent partner	45%	20%	70%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$2,611.00
				Sub-Total	$2,611.00
				Budgeted Fund Source Amount	$2,611.87
				+/- Difference	$0.87
				Grand Total Budgeted	$2,611.87
				Grand Total Spent	$2,611.00
				+/- Difference	$0.87

IDEA Public Schools

Kyle Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 12, 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: August 3, 2023

Demographics

Demographics Summary

IDEA Kyle Academy is an open-enrollment tuition-free charter school. We offer kinder through 5th-grade instruction.
IDEA Kyle offers Special Education in all grade levels and Critical Student Intervention for scholars in 3-5th grade who are two or more years behind in reading.

Demographics Strengths

IDEA offers a competitive salary for teachers with experience

IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Inconsistent ADA Matrix follows through. **Root Cause:** Inconsistent ADA Matrix follows through.

Problem Statement 2: Inconsistent communication between Teachers and Parents **Root Cause:** No accountability for teachers to communicate with parents.

Perceptions

Perceptions Summary

- Bi-weekly meeting with our PTO
- Monthly parent engagement events

Perceptions Strengths

A strong relationship between PTO and principal.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our families did not feel connected to our school. **Root Cause:** Lack of positive communication from teachers and leaders

Problem Statement 2: The same parents showed up to our events, and we lacked connecting with the parents who didn't attend our event. **Root Cause:** We did not track attendance at events.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

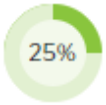
Improvement Planning Data

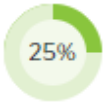
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

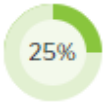
Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 55% to 57% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Differentiated Instruction and Personalized Learning	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Early Intervention and Small Group Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Family and Community Engagement	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Differentiated Instruction and Small Group Learning	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

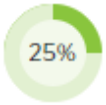
Strategy 2 Details	Reviews			
Strategy 2: Tracking Progress	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

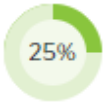
Strategy 3 Details	Reviews			
Strategy 3: Engage student in Real-World math Contexts	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

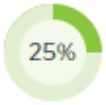
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Help students practice similar task like the ones they would do in TELPAS.	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Work with smaller groups of students to provide more individual attention	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Share feedback with students about what they are doing well and where they can do better	Formative			Summative
	Oct	Jan	Mar	June
				

  No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
Strategy 1: Create individual schedules for each identified scholar that align with the required minutes.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Design lessons that captivate scholars' attention and encourage active participation	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Keep track of each scholar's progress in terms of meeting the required minutes	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Create personalized learning plans for each SPED student based on their specific needs, strengths, and challenges	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Offer smaller group settings for instruction, allowing more focused attention on each SPED student.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Regularly assess the progress of SPED students using formative assessments, observations, and feedback	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

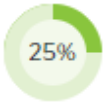
Strategy 2 Details	Reviews			
Strategy 2: Regularly analyze assessment data from practice tests, quizzes, and classroom assignments to identify trends in student performance	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

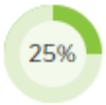
Strategy 3 Details	Reviews			
Strategy 3: Offer advanced and enriching activities for high-performing students to help them attain the "Masters" level.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

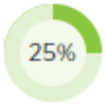
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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: Role out IDEA's comprehensive safety plan that covers various aspects of campus safety	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement proactive programs and initiatives aimed at preventing safety incidents and promoting a positive and safe school environment	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Conduct regular safety drills to ensure that students and staff are familiar with emergency protocols and procedures	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Ensure that families are well-informed about the importance of the Title 1 Family Engagement requirements and the upcoming events	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Plan the events to be interactive, informative, and inclusive, catering to diverse family needs and schedules.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete Anti-Bullying and Safer, Smarter Schools curriculum by end of culture camp.	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate movement breaks during lessons, where students can stand up, stretch, or do simple exercises.	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Offer a variety of activities that cater to different interests and skill levels.	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Organize active recess periods where students can engage in games and activities that promote movement.	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Kyle will achieve a 97.5% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Foster a positive school culture that emphasizes the importance of attending school regularly. **Strategy's Expected Result/Impact:** Inform all stakeholders and create a positive school environment. **Staff Responsible for Monitoring:** Campus Lead Team **Title I:** 2.4, 4.2 **Funding Sources:** - Title I, Part A (4120) - $2,384.32	25%	50%		

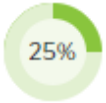
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Identify students at risk of chronic absenteeism and intervene early to address their specific needs.	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Design engaging and meaningful learning experiences that motivate students to attend school regularly.	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: Reduce Chronic absenteeism rate among the student population from 30% (2022-23 average) to 10% or less by the end of the 2023 - 24 academic year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage district-approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

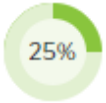
Strategy 2 Details	Reviews			
Strategy 2: Ensure that managers are creating and sharing with teachers a timeline for when they have to complete these items.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: I will coach and develop our APO around recruitment

Strategy 1 Details	Reviews			
Strategy 1: Set clear expectations with APO regarding the specific requirements we need to meet	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Encourage her to participate in discussions actively, and ask questions when needed.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Provide regular feedback on their progress and performance	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: Meet weekly with APO to go over enrollment numbers

Strategy 1 Details	Reviews			
Strategy 1: Set a time weekly with APO to have our check in	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Reschedule any time we cannot meet for our check in	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 3: Ensure that teachers make phone calls to 100% of scholars before 1st day of school.

Strategy 1 Details	Reviews			
Strategy 1: Set clear expectation around phone calls.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Implement a accountability system to ensure that all teachers have made their phone calls. Set up regular check-ins or reporting mechanisms where teachers can provide updates on their progress.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Allocate time for teachers to make phone calls to their students during BOY PD.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$2,384.32
				Sub-Total	$2,384.32
				Budgeted Fund Source Amount	$2,384.32
				+/- Difference	$0.00
				Grand Total Budgeted	$2,384.32
				Grand Total Spent	$2,384.32
				+/- Difference	$0.00

IDEA Public Schools

La Joya Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Public Presentation Date: August 3, 2023

Mission Statement

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

Campus Pillars

I. Excellence: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

II. Empathy: Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge.

III. Resiliency: Be committed to always push against adversity and don’t allow any situation or problem hold you back from impacting your life and community.

Vision

VISION

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate

citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

Former President Barack Obama said the best antipoverty program around is a world class education. Statistics show that only 22% of students in the Rio Grande Valley graduate from college. Statistics also show that only 85% of students graduate from High School in the La Joya area with only 22% of them graduating with a college degree. For the past 15 years, IDEA Public Schools has kept its promise of sending 100% of students to college with a 4 year degree graduation rate of 50%. These rates are significantly above the Rio Grande Valley and the Nation. At IDEA we are united by our shared belief that a College degree is our nation's best antipoverty solution, indeed, we believe in and have become witness to the power of education to transform lives and communities.

As the campus principal I know to be true that if the adults in the system get it right, students win. I have experienced how building nurturing relationships with students leads to confidence in them and how that can transform into a world of possibilities for our students. I believe that background does not equal destiny and that STRONGER TOGETHER, we can be the change our student need.

SCHOOL MOTTO

"Las Jabalinas unidas hasta terminar la universidad. Javelinas united to and through college."

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**

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Comprehensive Needs Assessment

Revised/Approved: August 3, 2023

Demographics

Demographics Summary

IDEA LA Joya Academy has served the La Joya, Penitas, Sullivan, Mission, and La Grulla areas for 3 years. We currently offer Kindergarten, 1st grade, 2nd grade, and 3rd Grade levels. We serve a total of 389 students, which 98% are Hispanic and 95% economically disadvantage. We also have 16 K- 3rd teachers, 12 co-teachers, 3 Special Education teachers, and 2 interventionists. Below is a better break down of our data for students, staff, and community.

IDEA La Joya Academy	
Comprehensive Needs Assessment	
Data Source: School Culture and Climate	
% Average Daily Attendance	92.4%
% Overall Persistence	94.9%
% New Student Persistence	95.58%
# of Admin Withdrawals/ Level 3 Offenses	18 0%
% SPED	2.53%
% ELL	54.7%
% Eco Dis	95.3%
% Migrant	1.04%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	98.96%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	1.04
% Male	47.0%

IDEA La Joya Academy	
% Female	53.0%

Demographics Strengths

Our overall persistence is currently on track to meet 90% retention of students by the 10th day of the next school year. Also, our families rated our campus at a 4.8% for our Panorama Survey.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ADA is relatively low at 92.4 % **Root Cause:** Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Problem Statement 2 (Prioritized): Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year. **Root Cause:** 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

Student Learning

Student Learning Summary

This school year we began with 78% of K-2*nd* students on level in Reading and ended the year at 93% of students on level. We were able to grow a total of +15% on students' reading levels. Students were able to reach above level status with the following percentages by grade level Kinder: 57%, 1*st*: 61%, 2nd: 80%. Indicating that students not only met their goals but surpassed them during the school year. In our spring mock assessments for our founding 3*rd* graders, we were able to average a 73/29/13 (LEP: 71/30/9 & SPED: 62/8/0) in ELA with an achievement score of 38. As for our math mock assessment our javelinas results ended in 67/23/2 (LEP: 71/30/9 & SPED: 38/0/0) overall with an average of a 31 achievement score. This placed IDEA La Joya Academy projected as an overall letter grade of a D. Our campus has yet to be scored on any accountability domain ratings by the state as we are pending STAAR results this May-July.

Student Learning Strengths

- Kinder: 57%, 1*st*: 61%, 2nd: 80% finished the year above level in the reading program
- K-2*nd* met direct instruction goal at 93% overall on level status.
- Math & reading mock data above the district average.
- Math & reading mock scores top 10 within all 25 campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension. **Root Cause:** 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

Problem Statement 2 (Prioritized): Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause:** 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

School Processes & Programs

School Processes & Programs Summary

Every campus *instructional leader* is developed following individualized learning plans based on year of experience in the role and previous year proficiency ratings in our School Leadership Levers. Instructional leaders receive formal coaching on a weekly basis through operating mechanisms such as check-ins, instructional rounds, and tacticals. Roles and responsibilities for each leader are established at the beginning of the year through a campus long year roadmap.

At our campus we prioritize *teacher* professional development by first establishing a campus specific scope and sequence that is designed to address campus priorities based on previous years data points. Some examples include creating interactive charts, aggressively monitoring, and using campus wide data tracking systems.

A weekly coaching cycle mechanism is established with 100% of teachers to ensure teacher receive coaching in the areas of lesson planning, instructional delivery, monitoring student learning and dissecting student data. Coaching frequency is determined by student outcomes. Coaching cycle includes classroom observations, real time coaching in the classroom, and follow up observations to check for implementation.

The *programs* that are established at our campus to support learning, create a safe environment and a high expectations school culture are: Reading intervention programs, Accelerated Reader elective program, Hot Spot Math Elective labs, Physical Education, SUMMIT, Move this World Social Emotional program, and a campus wide culture rubric focused on student joy, culture of achievement and high expectations. We also have after school enrichment programs which consist of soccer, arts and crafts, football, basketball, culinary, folklorico, and cheer.

School Processes & Programs Strengths

School Processes Strengths

- 95% Teacher Retention at our Campus
- 100%= 35/35 instructional staff hold formal staff development through Goals Setting, 2x2s, and APRs.
- Onboarding staff members who are new to our campus is created and implemented.
- Culture Rounds & Instructional Rounds: ensures that 100% of teachers are receiving feedback on a weekly or bi-weekly basis.
- Lesson Rehearsals (Practice Sessions) Process has allowed 100% of teachers to practice their lessons

School Programs Strengths

- **CSI Data:** 83% of 3rd grade students meet 2 years or more in RenStar.
- **Electives Program Accelerated Reader:** 93% of 1st-3rd grade students met Word Masters, 25% of 2nd & 3rd Grade students met Royal Readers
- **Electives Program HotSpot Lab:** 68% of students met Math Masters and 48% of students met Math Geniuses
- **Electives Program PE**: 77% of students met their Fitness Ambassador Goal of meeting at least 1200 MVP minutes.
- **Move this World:** 94%School expectations met, 15/16 Teachers using platform and meeting expectation.
- **Persistence:** Kinder- 96%, 1st-90%, 2nd- 96%, 3rd- 97%,

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan **Root Cause:** 1. Leaders

lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 2 (Prioritized): Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause:** 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Perceptions

Perceptions Summary

Our overall staff retention rate for the 2022-2023 school year is currently at 87%. Our teacher retention rate ended at 90%. We have increased in our overall staff retention a total of +6% points and we have decreased in our teacher retention a total of -4% points. Our staff member's average absences for the school year is 8 absences. Survey results have indicated that our top 3 campus statements are:

1. Leadership team aciton matches their words 97%
2. I would recommend my manger to other IDEA employee 97%
3. Leadership team provides clear expecations 94%

Survey results have indicated that our bottom 4 campus statements are:

1. IDEA is a mentally and emotionally healthy place to work 57%

2. IDEA encourages team members to find work life balance 65%

3. I can use earned PTO 62%

4. IDEA employees avoid favoritism, retaliation and politicking as a way to get things done 62%

Overall 87% of our staff members agree that IDEA La Joya Academy is a great place to work. Our campus did have a decrease of -3% points from last year's GPTW data.

Our family school survey indicated that our families are satisfied with our school by scoring a 4.7 out of 5.0. Our family survey about our teachers indicated that families are satisfied with a 4.8 out of 5.0. Data from parent comments indicated that they are happy with student academic outcomes. Constructive comments indicates that parents are not satisfied with understanding safety precautions and with timely communication on incidents. Some parents also shared dissatisfaction with food menu. 100% of teachers met their parent satisfaction results with a 4.5 or higher.

Our student survey indicated that they are very satisfied with teacher with an average of 4.7 out of 5.0. Lowest student statement is school safety with a 3.6.

Perceptions Strengths

A. Management perceptions from staff was scored at a 95% by staff.

B. Overall staff retention and teacher perception about IDEA La Joya AC being a great place to work. Our campus was top 5 in the RGV.

C. Parent satisfaction with the academic growth that their children show.

D. Parent satisfaction with teachers; 100% of teachers scores a 4.5 or above in family TCP teacher survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Close to half of our staff members (57%) agree that IDEA La Joya is not a mentally and emotionally healthy place to work. **Root Cause:** Our campus leadership team has not build capacity among staff members to find solutions when they hit a mental or emotional roadblock. This is true also for finding work life balance; our campus leadership team has not build capacity in our staff on backwards planning to ensure their conference time is used in the most efficient way possible.

Problem Statement 2 (Prioritized): 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. **Root Cause:** Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

Priority Problem Statements

Problem Statement 1: Close to half of our staff members (57%) agree that IDEA La Joya is not a mentally and emotionally healthy place to work.

Root Cause 1: Our campus leadership team has not build capacity among staff members to find solutions when they hit a mental or emotional roadblock. This is true also for finding work life balance; our campus leadership team has not build capacity in our staff on backwards planning to ensure their conference time is used in the most efficient way possible.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support.

Root Cause 2: Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan

Root Cause 3: 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need.

Root Cause 4: 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Reading mock assessment data: 73/19/13 overall 38 achievement score.

Root Cause 5: 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year.

Root Cause 6: 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

Problem Statement 6 Areas: Demographics

Problem Statement 7: ADA is relatively low at 92.4 %

Root Cause 7: Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension.

Root Cause 8: 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership 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
- Communications data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Reading Spring 2024 and from 39% to 41% in Math Spring 2023 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and internal assessments (mock and semester exams)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every K-5th grade teacher will supplement Eureka & WW with STAAR Ready foundational skills during a 45 minute intervention block with a focus on explicit writing and grammar instruction aligned to opportunities to write, speak and provide evidence. **Strategy's Expected Result/Impact:** 60% of 3rd grade students reaching MEETS target **Staff Responsible for Monitoring:** Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Reading/Math/Science Night Towards STAAR Resources-Grade level TEKS based absolutes - Title I, Part A (4120) - $1,000	70%	70%	70%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension. **Root Cause**: 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

Problem Statement 2: Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause**: 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Reading Spring 2024 and from 39% to 41% in Math Spring 2023 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and internal assessments (mock and semester exams)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every teacher, leader and students will track towards Path to an A: a. Leader: Weekly Leader Board & Path to an A Tracker for UE. b. Teacher: Subpop Daily ET Tracker & Daily ET Class Mastery & Path to an A Tracker for TQ & UE. C. Students: Daily ET Tracking / Daily TEKS based tracking / Path to an A tracking for TQ & UE **Strategy's Expected Result/Impact:** 60% of 3rd grade students reaching MEETS target **Staff Responsible for Monitoring:** Belinda Gonzales, Marisol Schultz and Denney Trevino. **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2	70%	80%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

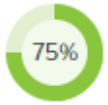
Student Learning
Problem Statement 2: Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause**: 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS & TELPAS Mock

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Explicit Writing Instruction & Summit will be utilized daily through Academic Block. **Strategy's Expected Result/Impact:** 50% Meet TELPAS growth measure **Staff Responsible for Monitoring:** Belinda Gonzales, Marisol Schultz **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause**: 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily In class support and Tier 3 Pull Outs will be provided to all students in 4th-5th grade Math & Reading to increase skill mastery **Strategy's Expected Result/Impact:** 70% of students meet growth targets as per Domain 2. **Staff Responsible for Monitoring:** Monica Gonzales, Isabelle HInojosa, Dalia Camargo and Elizabeth Villarreal Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** Progress Nights to celebrate student mastery of Accelerated Learning minutes - Title I, Part A (4120) - $805	50%	70%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause**: 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Internal Assessments (mock and semester exams)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly SPED and General Teacher collaboration meetings to plan supplemental material needed to ensure SPED students reach grade level mastery. **Strategy's Expected Result/Impact:** A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzales, Isabelle HInojosa Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 2	N/A	45%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause**: 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Internal Exams (mock and semester exams)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every teacher and leader will engage in a "Know your Data" BOY professional development session to backwards plan towards 90/60/30. Every teacher and leader will identify their tracking mechanisms for the school year to successfully track mastery and growth as well as by TEKS mastery. **Strategy's Expected Result/Impact:** 90/60/30 **Staff Responsible for Monitoring:** Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2	75%	90%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** 90/60/30 **Staff Responsible for Monitoring:** Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	70%	80%	90%	

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause**: 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.
School Processes & Programs
Problem Statement 2: Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause**: 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Goal 1: IDEA achieves an A Rating

Performance Objective 7: IA: Fourths and Fifth grade students performing below grade level in math and reading as measured by Did Not Meet Grade Level Standard on STAAR will meet growth target in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Internal Exams (mock and semester exams)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Any student that is 2 years below grade level, will receive Critical Student intervention services to accelerate instruction during a 45-90 minutes intervention block. Student, teacher and leader tracking on domain 2 on a daily basis. **Strategy's Expected Result/Impact:** 70% meeting growth targets. **Staff Responsible for Monitoring:** Monica Gonzales, Isabelle HInojosa Belinda Gonzales, Marisol Schultz and Denney Trevino. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	75%	85%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

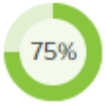
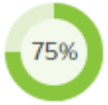
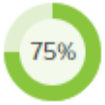
Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension. **Root Cause**: 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

Goal 2: 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))

Evaluation Data Sources: Campus Safety Score Card Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly campus crisis team strategy meeting execution with score card review and aligned agenda. Follow up feedback, communication and next steps execution after every campus drill. **Strategy's Expected Result/Impact:** Meet proficiency on campus safety score card. **Staff Responsible for Monitoring:** Diego Zavala and Belinda Gonzales **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. **Root Cause**: Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

Goal 2: 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))

High Priority

Evaluation Data Sources: Counselor Agenda, Minutes and Sign Ins as per uploads in Plan4learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus yearly plan on family engagement events. Events were selected to fit our demographics needs and to allow families to have quarterly reports on students academic progress. timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports. **Staff Responsible for Monitoring:** Zoila Solis and Belinda Gonzales **Problem Statements:** Perceptions 2	75%	75%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports. **Staff Responsible for Monitoring:** Zoila Solis and Belinda Gonzales **Problem Statements:** Perceptions 2	90%	95%	100%	

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. **Root Cause**: Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

Goal 2: 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))

Evaluation Data Sources: As per school counselor lesson teacher documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and executing a Responding to Behavior system and allows all stakeholders to appropriate respond to behavior. Train 100% of staff members on the development of student behavior plans and how to deescalate behaviors that could lead to physical aggression. Monitoring of incident reports by grade level and teacher. Monitor of compliance with morning meeting execution and monthly class guidance. **Strategy's Expected Result/Impact:** Decrease of student incident reports by 10%. 90% participation on morning meeting, class guidance and safe smarter schools. **Staff Responsible for Monitoring:** Zoila Solis and Belinda Gonzales **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause**: 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

Goal 3: 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))

Evaluation Data Sources: Locus PE Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every teacher, leader and student will review student progress during leader/teacher check ins and student/ teacher check ins. **Strategy's Expected Result/Impact:** 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal **Staff Responsible for Monitoring:** Coach Garza, Marisol Schultz and Belinda Gonzales **Problem Statements:** Demographics 1	75%	85%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host an Elective Night Parent Meeting to review physical education goals, at home healthy habits to increase excersice and good eating habits and review student progress. Meeting will take place in October 12th. **Strategy's Expected Result/Impact:** 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal **Staff Responsible for Monitoring:** Coach Garza, Marisol Schultz and Belinda Gonzales **Problem Statements:** Demographics 1	75%	85%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

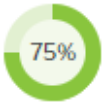
Demographics
Problem Statement 1: ADA is relatively low at 92.4 % **Root Cause**: Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Goal 3: Increase student daily attendance

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

High Priority

Evaluation Data Sources: ADA PowerBI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily parent ADA contact by 3 groups of stakeholders from 7:30-8:45 am.: Teachers, Administrators and Support Staff. Followed by: Daily data review through ADA huddles on families of concern with 3 or more unexcused absences. Weekly homevisits by Counselor, Assistant Principal and Principal for any family with over 5 unexcused absences. **Strategy's Expected Result/Impact:** 97% ADA **Staff Responsible for Monitoring:** Diego Zavala, Vilma Gutierrez, Belinda Gonzales, Zoila Solis, Denney Trevino, Marisol Schultz, Sam Garza, Elizabeth Salinas. **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: ADA is relatively low at 92.4 % **Root Cause**: Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Goal 4: 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.

Evaluation Data Sources: Cornerstore Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher managers will track PTG towards completion of staff development cycle and will report during tactical. Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Teachers will be coached though coaching cycle; leaders will utilize coaching cycle live tracker and TeachBoost to document weekly/bi-weekly coaching. **Strategy's Expected Result/Impact:** 85% staff retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	50%	60%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan **Root Cause**: 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 4: 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

High Priority

Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria/ campus hiring non-negotiable by role. **Strategy's Expected Result/Impact:** 100% staffed **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	90%	95%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan **Root Cause**: 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 4: Increase staff retention

Performance Objective 3: By February 2024, 85% of IDEA La Joya staff members will agree that IDEA La Joya Academy is a Great Place to Work as measured by Great Places to Work Survey.

High Priority

Evaluation Data Sources: GPTW Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff Celebration, Appreciation & Listening Tours Scope and Sequence will be created and executed for the 23-24 school year. There will be a monthly, quarterly and yearly celebratory mechanism as identified in our campus scope and sequence plan to celebrate growth, staff achievements and to listen to feedback. Based on feedback received from staff, we will be executing changes to work specifically on improving the work- life balance of staff members. **Strategy's Expected Result/Impact:** 85% staff retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	75%	80%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan **Root Cause**: 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% student enrollment for the 23-24 school year as measured by the 10th day of school.

High Priority

Evaluation Data Sources: Enrollment Dashboard- Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and execute a backwards enrollment plan that will close enrollment gaps for current school year and for next school year. Backwards plan will include: a. 80% of the time in the field recruiting in every area that we serve b. Community event recruitment efforts c. Social Media Spotlights to attract new families. e. accountability measures for meeting monthly targets. **Strategy's Expected Result/Impact:** 100% enrollment **Staff Responsible for Monitoring:** Diego Zavala and Belinda Gonzales **Problem Statements:** Demographics 2	70%	75%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year. **Root Cause**: 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading/Math/Science Night Towards STAAR Resources-Grade level TEKS based absolutes		$1,000.00
1	4	1	Progress Nights to celebrate student mastery of Accelerated Learning minutes		$805.00
				Sub-Total	$1,805.00
				Budgeted Fund Source Amount	$1,805.55
				+/- Difference	$0.55
				Grand Total Budgeted	$1,805.55
				Grand Total Spent	$1,805.00
				+/- Difference	$0.55

IDEA Public Schools

La Joya College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

Vision

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

School:

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

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**

School Pillars:

Excellence *(Exelencia)*: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

Empathy *(Empatia):* **Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge**.

Resiliency *(Fortaleza)***: Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

My campus is a middle school serving 6th and 7th graders in the community of La Joya, TX, Palmview, TX and Sullivan City, TX. We had an enrollment of 158 students, which 100% of them were Hispanic.

Here is out data for student, staff and community:

IDEA La Joya	
Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.34%
% Overall Persistence	93.94%
% New Student Persistence	91.57%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	18.35%
% ELL	70.89%
% Eco Dis	93.04%
% Migrant	1.90%
% Race: American-Indian-Alaska-Native	0
% Asian	0

IDEA La Joya	
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0
% Male	46.2%
% Female	53.8%

- Teacher Retention 100%
    1. 1st year teacher: 2
    2. 2-5 years: 4
    3. More than 5: 6
- CCMR: not needed
- Behavior:
    - 10 ISS
    - 15 OSS
- All paraprofessionals have a bachelors degree.

Demographics Strengths

1. Overall growth of a 2.3% in ADA

2. Teacher retention is at 100%

3. 100% TEA safety audits compliance

4. Over 90% Staff retention

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ADA is relatively low at 93.34% **Root Cause:** Interventions were not upheld at beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Problem Statement 2 (Prioritized): Under enrolled for the 22-23 school year at 64.5% capacity and are on track to being under enrolled for the 23-24 school year. **Root Cause:** Leader didn't distribute and follow-up on enrollment roles and responsibilities with the entire operations teams.

Student Learning

Student Learning Summary

Below is the data for ELA STAAR results and RENSTAR exam (internal Lexile exam):

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	49/80 = 61%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

IDEA La Joya CP reached a 60% of students growing 2 years in reading level indicating that the CSI program is being implemented effectively.

RLA	6th SE	6th Mock	7th SE	7th Mock	6th Grade Scores	7th Grade Scores
% Approaches	43	58	66	68		
% Meets	8	14	20	28		
% Masters	0	2	4	11		
% Student Achievement Score	17	24	30	35		

Both grade levels at Idea La Joya CP were able to make growth between the semester exam to the mock exam. This was based on a strategy meeting for the content to create universal strategies, an objective calendar and tracker, as well as a plan for tutorials. There was a lack of student practice in the classroom, teachers monitoring objective tracking, and not enough open ended response taking place with enough time for teacher feedback. Our master's numbers were low especially in 6th grade ELA. The push next year is create more differentiation in the classroom with student groups, guided rotations, student helpers, and other ways to free up the teacher. The goal is to use the masters students to encourage and challenge the other students to own their learning.

Math	6th SE	6th Mock	7th SE	7th Mock	6th Grade Scores	7th Grade Scores
% Approaches	70	63	76	43		
% Meets	44	14	38	18		
% Master's	10	2	21	5		
% Student Achievement Score	41	26	46	22		

Consequently, math went down from their semester exam to their mock exam. This was somewhat in part due to the format of the exam (i.e. length). However, a strategy meeting was held to create an intervention plan for math with students getting double math intervention. There was lack of fluency practice, lack of use of technology, and there needed to be more aggressive monitoring. Considering that the data was not where we want it to be, our plan for math next year is to revamp the delivery of lessons, to timing, pacing, and use of STAAR based style practicum questions to give students more real-time practice.

EOY Final Exams	% Passing 6th	% Passing 7th
Humanities 6/7	92/87/75 (85)	77/53/41 (57)
Science 6/7	92/79/32 (68)	97/53/15 (55)

Both, Hybrid teachers incorporated rigorous literacy strategies in their classroom and tracking systems. They pushed their students to master objectives and focus on key points throughout lessons. They made sure to incorporate open ended responses and multiple choice to assist students with various test taking strategies. They also assisted by implemented Summit K in their classroom at points during the year. Both teachers are on track to meet their goals.

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

We currently do not have current TELPAS data yet. However based on our last data we had we were at:

6th grade with 11 students at Advanced High, 31 Advanced, and 10 Intermediate. (Total 52)

7th grade with 9 students at Advanced High, 37 Advanced, and 8 Intermediate (Total 54)

Overall preliminary accountability data for the different domains:

Domain 1 (53)	Reading	Math	SAS	Letter Grade
Score				
Domain 2				
Score				
Domain 2 RP (48%)				
Score				

	Academic Achievement: 30% (MEETS above)						10% TELPAS	10% Student Ach.						Academic Growth: 50% (Growth)				
Domain 3	ALL (80 students) ELA: 44% Math: 46%	Hispanic (70 Students) ELA: 37% Math: 40%	Eco Dis (78 students) ELA: 33% Math: 36%	SPED (20 students) ELA: 19% Math: 23%	EL (59 students) ELA: 29% Math: 40%	Non-Cont. (79 students) ELA: 42% Math: 45%	59 students (24 students (40%))	ALL 47%	Hispanic 41%	SPED 23%	EL 37%	Non-Cont Enrolled 45%	Eco Dis 38%	ALL (81 students) ELA: 66% Math:71%	Hispanic (81 Students) ELA: 65% Math: 69%	Eco Dis (78 students) ELA: 64% Math: 68%	SPED (20 students) ELA: 59% Math: 61%	EL (59 student ELA: 64% Math: 68%
ELA																		
MATH																		

Student Learning Strengths

Content	Areas of Strength
Reading/ ELA	1. Using similar content strategies to vertically align and co-plan 2. Aggressively monitoring and tracking laps in the class aligned to key points on lesson plan 3. Planning and intervention grouping causing grow in the double digits in both grade levels from semester exam to mock exam.
Math	1. Created a mastery calendar with most tested TEKS and also a differentiated calendar for sub pops 2. Aggressively monitoring and tracking laps in the class aligned to key points on lesson plan. 3. All math teachers attended afternoon Exit Ticket huddle to share data, misconceptions, and solutions. Consequently, leader shared common trends and expectations for the next day.
Humanities	1. Embedded writing activities daily in class to promote literacy. 2. Student tracking and teacher aggressively monitoring that mastery laps are aligned to key points. 3. Delivering material in various ways to make content engaging for the students to build investment.
Science	1. Strong lesson delivery and classroom management with precise execution of procedures. 2. Embedded writing activities daily in class to promote literacy. 3. Student tracking and teacher aggressively monitoring that mastery laps are aligned to key points.
TELPAS	1. Summit K begging in January for Emergent Bilingual students in elective classes with a calendar rotation. 2. Rosetta Stone licenses for specific students who were classified as critical/needs based to be used at home and during school time during AR Hotspot. 3. Reteaching and remediation by teachers as needed in intervention and tutorials provided to students on a needs/skill basis.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th and 7th-grade students didn't have enough opportunities for independent student practice. **Root Cause:** Leaders lacked organizational skills to keep up with consistency in lesson plan feedback that focused on independent student practice.

Problem Statement 2 (Prioritized): 6th and 7th grade students were not effectively monitored in the Summit K and Rosetta Stone Programs. **Root Cause:** Leaders and teachers lacked knowledge on tracking mechanisms for programs.

Problem Statement 3 (Prioritized): There was no implementation of literacy skills, such as think-write-discuss and accountable talk. **Root Cause:** Leaders didn't have a plan for teacher development on literacy skills.

Problem Statement 4 (Prioritized): Students didn't practice new STAAR questions in MATH, with open ended responses and technology-based testing. **Root Cause:** School did not have the resources to practice with the materials for the new STAAR style questions or open-ended responses in the math curriculum.

School Processes & Programs

School Processes & Programs Summary

The following are curriculums that are use for the different contents and programs.

Math:

The students use the district created curriculum, which are workbooks by unit. Student take unit exams per unit online on Edcite.

RLA:

The students use Wit and Wisdom curriculum for 6th -8th grade. The curriculum is a novel based curriculum that is mainly a compose of open ended activities, doesn't contain much multiple choice practice for students on the different genres and skills.

The district also support this year by buying IReady and Thinkup to include TEK aligned practice.

Consequently, for revising and editing the district provided warm-up for teachers to execute as Do Nows.

The students took unit exams, mid mod using the Edcite platform.

Special Education Support:

Special education students were split between two teachers, one had all the 6th grader load and all the 7th grader load. However, one teacher supporting meeting all the math minutes and the other met the RLA minutes. For math we used inclusion to support students and we used resource to support in RLA.

Reading Intervention:

This year we used direct instruction to support our students, serving 80 students. Programs that we offered were Decoding A, Decoding B1, Decoding B2, and Reading Success. Students received a daily 45min intervention.

Professional Development

Teachers received professional development in the following areas: culture, classroom climate and behavior, lesson planning, aggressive monitorying and data analysis. However, we change PD sometimes to address issues or testing training.

Mechanism (Tactical, Huddle, Instructional Rounds)

We have establish mechanisms for us to observe teachers and provide rating and feedback.

Culture Rounds: 1 a week to observe classroom climate and systems and procedures, and response to behavior

Instructional Rounds: 2 a week to observe teacher lesson delivery, data collection and re-teaching skills

Huddle: 5 a week for lead team to name priorities and measure our productivity.

Extracurricular Activities:

We offered the following sport in our afterschool programs: Volleyball, Flag football, soccer, track and basketball.

For our afterschool program we offered: Dance, Cheerleading, culinary arts, arts and craft and music band.

Technology:

We used TEAMS as our main source of communication and teacher classroom engagement. Consequently, we used various platforms, such as typing.com, Imagine math, and imagine learning to supplement instruction. Moreover, we offer the program of accelerated reader for our students to read and test on books to become word masters and royal readers.

We also used the following programs to support our Emergent Bilingual learners: Rosetta Stone, Summit K-12 and Duo Lingo.

Schedule:

6 & 7 grade

-Classes are 90 min

-Courses: Physical Education, Reading Language Arts, Math, world cultures (6), Texas History (7) and AR|HotSpot Elective

8 grade

-Classes are 60min

-Courses: Biology, US History, Algebra I, Spanish, Professional Communications, Reading Language Arts, Touch systems data entry.

Teacher Development:

1. We start by providing teachers New Teacher Instituted focus on culture and instruction.

2. We provide mandatory professional development that is focused on pedagogical skills, such as aggressive monitoring, setting clear expectation and re-teaching every Tuesday.

3. We also provide coaching of teachers on a weekly basis and if a teacher is struggling we provide development 2-3 times a week. If the teacher is struggling with planning we provide co-planning sessions.

4. The lead team also executes rounds to allow us to determine trends, focus on an area with teachers and determine which teachers need support.

Leader Development:

1. We develop leaders by using the school leadership levers (SLLs). We create a development plan at the beginning of the year to focus on some levers to reach mastery.

2. We coach leaders during check-ins on the field to support their development.

3. We also support leaders development during culture rounds and instructional rounds. Leaders choose an area of focus during the round and develop the area.

School Processes & Programs Strengths

1. Professional Development provided to teachers is delivered with fidelity and implementation is monitored during instructional rounds.

2. Sport program is running smooth, which allowed us to become district and regional champs.

3. Our intervention program is functional because we are surpassing the goal with a 60% of students increasing 2 reading grade levels.

4. The adaptation of our RLA curriculum is allowing our students to be prepared for state exam. The growth of the cohort of 6 graders is around a 30 percent points on performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): No functionality of school wide mechanisms to follow-up on action steps, such as culture rounds, instructional rounds and tactical. **Root Cause:** Leaders would lack the consistency to follow-up on implementation or leader next steps.

Problem Statement 2 (Prioritized): Teacher didn't adapt the math curriculum to provide scaffolding, fluency and re-teaching during the year. **Root Cause:** Teacher were not train on the ability to adapt the math curriculum because leaders didn't invest on coaching new testing format and new item types.

Problem Statement 3 (Prioritized): Weak afterschool program that didn't offer exceptional content delivery by afterschool personnel. **Root Cause:** Leaders and afterschool coordinator didn't establish a vision on each afterschool program and establish process to observe and provide feedback.

Perceptions

Perceptions Summary

Information from GPTW & parent/student surveys will be utilized to focus on strengths & weaknesses throughout the campus with both staff culture & family culture. Information obtained from both of these surveys will help to build better relationships amongst staff & families; thus creating a stronger unit on campus overall.

Summary for IDEA La Joya College Prep Adult Culture:

Comprehensive Needs Assessment
Data Source: School Culture & Climate

IDEA La Joya
Comprehensive Needs Assessment
COLLEGE PREP
Staff Quality, Recruitment, Retention

	Percentage
%School Lead Team Retention	100%
% Instructional Support Retention	75%
% Teacher Retention	100%
% Campus Support Retention	93.4%
% SPED Certified Teachers	100%
% State/National Certified Teachers	41%
% State Certified Leaders	41%
% State/Board Certified Counselors	100%
Number of teacher applicants for 2022-2023	16

Great places to work survey staff: Across the board IDEA La Joya College Prep scored 85% We ranked 4th amongst all IDEA schools. Survey indicates that our staff is happy to work here. They are willing to put in the work & build strong relationships with families which in turn helps with persistence and keeping families committed & happy with IDEA

Public Schools.

Strengths-

1.My leadership team makes their expectations clear. (100%)

2. My leadership team provides the necessary materials and supplies needed to do my job. (94%)

Weakness-

1. IDEA encourages team members to find work life balance. (44%)

2. IDEA is a mentally and emotionally healthy place to work. (47%)

IDEA La Joya College Prep: Comprehensive Needs Assessment

Data Source: Family and Community Involvement	
Event	**Percentage/ Number Attended**
% of Families Attended WTI	50%
Grandparents Day	246 families attended
EOQ 1 Report Card Night	74 families attended
Trunk or Treat	300 families attended
Fall Festival	55 families attended
EOQ 2 Report Card Night	46 families attended
Loteria Night	20 families attended
Parent Meeting	81 families attended
Family Movie Night	15 families attended
Parent Meeting- upcoming degree plan info.	25 families attended
Mother's Day	104 families attended

IDEA La Joya College Prep: Needs Assessment

Panorama Survey Results: **PARENTS**

Family Survey			
	Question	Result	Increase/decrease
1	SAFETY	4.5	
2	SAFETY & SECURITY	4.8	+0.5
3	FAMILY SURVEY	4.7	+0.1
4	adults care about students	4.8	+0.2
5	school office is well run	4.9	+0.3
6	HEALTHY KIDS HERE	4.5	+0.1

Student Teacher Survey			
	Question	Result	Increase/decrease
1	student survey	3.4	no change
2	Teacher cares about me	4.4	+0.1

Student School Survey			
	Question	Result	Increase/decrease
1	Safety	4.6	
2	School Safety	3.4	
3	School teacher/student relationship	3.4	
4	Adults care about me	4.2	no change

Survey indicates that IDEA La Joya has shown significant increases in many areas on our panaroma survey.
Parents show that they are happy with how the school is being run.

STRENGTHS:

Overall family survey: 4.7 increase of 0.1

Adults care about students: 4.8 increase of 0.2

WEAKNESSES:

Based on the following information, students continue to struggle with assimilating to middle school at IDEA La Joya. Many students want more activities to be afforded to them: band, choir, dance/drill teams etc..

It is difficult for IDEA La Joya to compete with surrounding district if we don't have the funds to be able to provide these activities to students.

Survey is also confusing for some students. I have noticed that even when we help by reading questions; students struggle to answer without explanation.

Student survey: remained at a 3.4

Adults care about me: remained at 4.2

Attendance Rates

Here is out data for student, staff and community:

IDEA La Joya	
Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**93.34%**
% Overall Persistence	93.94%
% New Student Persistence	91.57%

IDEA La Joya	
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	18.35%
% ELL	70.89%
% Eco Dis	93.04%
% Migrant	1.90%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0
% Male	46.2%
% Female	53.8%

ADA:

Data indicates a 2% increase for daily ADA.

IDEA La Joya will not meet ADA goal for the 22-23 school year. Mechanisms in place need to be followed through with fidelity. ie.. truancy concerns Possible help from truancy court may be an area to consider. IDEA La Joya College Prep has 6 students that have a truancy problem- these families n consequences as needed.

Behavior:

IDEA La Joya services 100% white-Hispanic students.

- 10 ISS
- 15 OSS

Perceptions Strengths

Below are the strengths for each section of our student and adult climate & culture:

Areas of Strength:

1. Family engagement
2. Afterschool Programs
3. Culture of Joy is evident.

Strength for family & community Culture:

1. Monthly Events **ie... parent meetings, Grandparents Day, Breast Cancer Walk, EOQ report card night (quarters 1,2 & 3), Meet the Javelinas, Trunk or Treat, Fall Festival, Community Pep Rally, Loteria Night, Family Movie Night, Graduation Meeting, Mother's Day event (turn outs were good for our area)**
2. Promotion of events were sent out in various forms: remind, facebook, student flyer, google voice, whatsapp, teacher messages sent
3. Teacher involvement with setup and support of major events such as: fall festival, loteria night, trunk or treat. *This helped with building relationships & culture.

Strengths for staff culture:

1. Grade levels have strong bonds with GTL's and Managers. There is evidence of trust & fidelity.
2. Staff is provided with materials needed & resources: modeling is provided, planning time is afforded, time given back for teachers to plan vertically.
3. Manager has listening tour 1x per semester. Collects data & makes improvements as needed.

*Family participation rates are measured via sign ins at each event held by school. (see previous section- numbers recorded)

*Level of support from the surrounding community has shown some growth. IDEA La Joya has been invited to attend some of the events that the communities have hosted ie.. Teacher Appreciation W
IDEA continues to get push back from the surrounding community- City of La Joya and La Joya ISD

*Barriers that contribute to parent participation- transportation & lack of technology (internet)

*Based on Panorama end of year survey:

Students at IDEA La Joya had favorable responses to their school. Based on information from ratings, student responses fall within in the norm of IDEA campuses.

STUDENTS	rating
safety	4.6/5
school belonging	3.2/5
school climate	3.4/5
* How positive or negative is the energy of the school?	3.6/5
school teacher-student relationships	3.4/5
* How many of your teachers are respectful towards you?	3.9/5 - above average
*The adults at this school care about me.	4.2/5 - above average

Based on Panorama end of year survey:

Parents at IDEA La Joya had favorable responses to their school. Based on information from ratings, parent responses fall above the norm of IDEA campuses.

I am proud to be an IDEA parent.	4.8/5 - above average
The adults at my school care about the students.	4.8/5 - above average
I feel welcome at my child's school.	4.9/5- above average

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): IDEA La Joya needs to increase community participation for all events. ie.. parent events, family meetings (dances, movie night) **Root Cause:** Communication to parents was not sufficient; some parents mute or delete messages from remind & not all parents utilize Facebook. Lack of parent commitment and involvement.

Problem Statement 2 (Prioritized): 1st year teachers were unable to handle minor behavior issues in the classroom. Issues stem from lack of classroom management. (teachers unable to execute) **Root Cause:** Lead team didn't monitor sufficiently during culture rounds & provide feedback to help with de-escalation mechanisms in their lesson plans. Teachers lacked the ability to plan & therefore stop the misbehaviors.

Priority Problem Statements

Problem Statement 1: IDEA La Joya needs to increase community participation for all events. ie.. parent events, family meetings (dances, movie night)

Root Cause 1: Communication to parents was not sufficient; some parents mute or delete messages from remind & not all parents utilize Facebook. Lack of parent commitment and involvement.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 1st year teachers were unable to handle minor behavior issues in the classroom. Issues stem from lack of classroom management. (teachers unable to execute)

Root Cause 2: Lead team didn't monitor sufficiently during culture rounds & provide feedback to help with de-escalation mechanisms in their lesson plans. Teachers lacked the ability to plan & therefore stop the misbehaviors.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There was no implementation of literacy skills, such as think-write-discuss and accountable talk.

Root Cause 3: Leaders didn't have a plan for teacher development on literacy skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students didn't practice new STAAR questions in MATH, with open ended responses and technology-based testing.

Root Cause 4: School did not have the resources to practice with the materials for the new STAAR style questions or open-ended responses in the math curriculum.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: ADA is relatively low at 93.34%

Root Cause 5: Interventions were not upheld at beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Under enrolled for the 22-23 school year at 64.5% capacity and are on track to being under enrolled for the 23-24 school year.

Root Cause 6: Leader didn't distribute and follow-up on enrollment roles and responsibilities with the entire operations teams.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teacher didn't adapt the math curriculum to provide scaffolding, fluency and re-teaching during the year.

Root Cause 7: Teacher were not train on the ability to adapt the math curriculum because leaders didn't invest on coaching new testing format and new item types.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Weak afterschool program that didn't offer exceptional content delivery by afterschool personnel.

Root Cause 8: Leaders and afterschool coordinator didn't establish a vision on each afterschool program and establish process to observe and provide feedback.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: No functionality of school wide mechanisms to follow-up on action steps, such as culture rounds, instructional rounds and tactical.
Root Cause 9: Leaders would lack the consistency to follow-up on implementation or leader next steps.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 6th and 7th grade students were not effectively monitored in the Summit K and Rosetta Stone Programs.
Root Cause 10: Leaders and teachers lacked knowledge on tracking mechanisms for programs.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: 6th and 7th-grade students didn't have enough opportunities for independent student practice.
Root Cause 11: Leaders lacked organizational skills to keep up with consistency in lesson plan feedback that focused on independent student practice.
Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

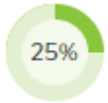
Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 100 % of teachers will be proficient in 1A& 1B for lesson planning to align adequate time for independent practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will submit LP one week in advance following suggested time stamps and implement feedback from managers. **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 6th and 7th-grade students didn't have enough opportunities for independent student practice. **Root Cause**: Leaders lacked organizational skills to keep up with consistency in lesson plan feedback that focused on independent student practice.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 100% IDEA La Joya College Prep of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: STAAR exam data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide the minutes required for HB4545 students during academic block using TEK based resources, such as measuring up, SIRUS and Iready. **Strategy's Expected Result/Impact:** 100% of HB4545 student meet their growth goals on the STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Testing Coordinator and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide special education students with afterschool tutoring focus on math and reading skills. **Strategy's Expected Result/Impact:** 60% of SPED students pass the STAAR exams. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Counselor and SPED teachers. **ESF Levers:** Lever 5: Effective Instruction	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: School achieves 90/60/30 in approaches/meets/masters as measured by math STAAR.

High Priority

Evaluation Data Sources: Mock Exams and STAAR Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide math teachers professional development series on curriculum adaptation during 1st semester, such as scaffolding, math fluency and open-ended IP and ET. **Strategy's Expected Result/Impact:** Increase the 90|60|30 of math STAAR scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Meet our Domain 1-3 goals and meet goals **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, testing coordinator, and teachers **Title I:** 2.4	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

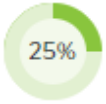
Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Teacher didn't adapt the math curriculum to provide scaffolding, fluency and re-teaching during the year. **Root Cause**: Teacher were not train on the ability to adapt the math curriculum because leaders didn't invest on coaching new testing format and new item types.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 90% of next steps from school mechanism track, monitored and completed after each round /mechanism.

Evaluation Data Sources: Weekly reporting of mechanism/round next steps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leader will hold each other accountable on next step by tracking next steps for all mechanism by naming, tracking and monitoring. **Strategy's Expected Result/Impact:** Leader will be hold accountable to next steps from mechanisms and rounds. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Testing Coordinator and administrative Assistant **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: No functionality of school wide mechanisms to follow-up on action steps, such as culture rounds, instructional rounds and tactical. **Root Cause**: Leaders would lack the consistency to follow-up on implementation or leader next steps.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: Implementation of 5 literacy professional developments by ELA Content Leader

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Content leader will push for reading, writing, listening, and speaking skills to incorporate literacy across contents by professional development and follow-up on implementation. **Strategy's Expected Result/Impact:** Meet our growth in RLA STAAR exams **Staff Responsible for Monitoring:** Content Leader, ELA Manager Lead Team - mechansim for accountability is PD training calendar. **Problem Statements:** Student Learning 2	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: 6th and 7th grade students were not effectively monitored in the Summit K and Rosetta Stone Programs. **Root Cause**: Leaders and teachers lacked knowledge on tracking mechanisms for programs.

Goal 1: IDEA achieves an A Rating

Performance Objective 7: 36% of EB students will grow one composite score or score Advanced High on TELPAS by end of year.

High Priority

Evaluation Data Sources: TELPAS Score by EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Summit K and Rosetta Stone will be implemented, monitored, and tracked by interventionist thrroughout the year. **Strategy's Expected Result/Impact:** Increase TELPAS Scores. **Staff Responsible for Monitoring:** Interventionist - implementation, monitoring, and tracking Lead Team Manager- Villarreal to meet with students and follow up with interventionist TC- assist with TELPAS Mock and Telpas **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 2: 6th and 7th grade students were not effectively monitored in the Summit K and Rosetta Stone Programs. **Root Cause**: Leaders and teachers lacked knowledge on tracking mechanisms for programs.

Goal 1: IDEA achieves an A Rating

Performance Objective 8: 100% of 8th graders will execute college exploration and attend a college visit.

HB3 Goal

Evaluation Data Sources: Attendance for college visit and completion of college exploration project.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselor will lead and monitor the college exploration project for all 8th grade students during elective class. **Strategy's Expected Result/Impact:** All 8th grade students will increase college awareness. **Staff Responsible for Monitoring:** Assistant Principal, School counselor and 8th grade teachers **ESF Levers:** Lever 3: Positive School Culture	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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))

Evaluation Data Sources: Score card score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute all drills and routine safety protocols to maintain a safe campus. **Strategy's Expected Result/Impact:** Proficient scoring on safety scorecard **Staff Responsible for Monitoring:** Principal, Crisis Team, and All staff and Faculty	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide necessary materials to parents (based on meeting) to help keep them motivated during meeting. **Strategy's Expected Result/Impact:** Families will be able to better understand information being presented at meeting. **Staff Responsible for Monitoring:** School Counselor Principal Assistant Principal **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1 **Funding Sources:** Family Resources - Title I, Part A (4120)	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase our family engagement **Staff Responsible for Monitoring:** School Counselor Principal Assistant Principal **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: IDEA La Joya needs to increase community participation for all events. ie.. parent events, family meetings (dances, movie night) **Root Cause**: Communication to parents was not sufficient; some parents mute or delete messages from remind & not all parents utilize Facebook. Lack of parent commitment and involvement.

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Delivery of lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule , train, deliver and monitor the completion of the anti-bullying and safer, smarter school curriculum. **Strategy's Expected Result/Impact:** Students will acquire knowledge to prevent bullying. **Staff Responsible for Monitoring:** School Counselor and Teachers **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 4: 70% of families will attend at least 2 community events for the 2023-2034 academic school year.

High Priority

Evaluation Data Sources: Stream data
Sign in data sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC will ensure to communicate & provide upcoming events & parent meetings to families utilizing flyers, remind messages, facebook updates etc..... Create events on social media so that families can interact more prior to event. **Strategy's Expected Result/Impact:** Expected impact would be to increase community/family participation. **Staff Responsible for Monitoring:** School Counselor Principal Assistant Principal **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide giveaways for families at Parents in Action- execution: giveaway. **Strategy's Expected Result/Impact:** Families will be more invested in participating in events. **Staff Responsible for Monitoring:** School Counselor API Principal **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** School Counselor - Title I, Part A (4120)	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: IDEA La Joya needs to increase community participation for all events. ie.. parent events, family meetings (dances, movie night) **Root Cause**: Communication to parents was not sufficient; some parents mute or delete messages from remind & not all parents utilize Facebook. Lack of parent commitment and involvement.

Goal 2: Increase student persistence

Performance Objective 5: 90% of students will persist in their after school program by end of year.

Evaluation Data Sources: Monthly after school program persistence data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Afterschool coordinator will execute the coaching cycle with all after school specialist on a weekly basis,. **Strategy's Expected Result/Impact:** Students receive proficient afterschool lessons on a weekly basis. **Staff Responsible for Monitoring:** Assistant principal of operations, after school coordinator and enrichment specialist. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	N/A	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 3: Weak afterschool program that didn't offer exceptional content delivery by afterschool personnel. **Root Cause**: Leaders and afterschool coordinator didn't establish a vision on each afterschool program and establish process to observe and provide feedback.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA La Joya College Prep _____ will achieve a _____% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily, Weekly, Monthly student attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute a weekly matrix meeting to hold each member accountable on ADA matrix follow-up. **Strategy's Expected Result/Impact:** Increase end of year student attendance. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant principals, SIS, School Counselor and Testing Coordinator **Problem Statements:** Demographics 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

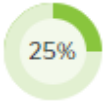
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ADA is relatively low at 93.34% **Root Cause**: Interventions were not upheld at beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-8th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: MVPA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor the PE goal using monthly trackers for all students. **Strategy's Expected Result/Impact:** Increases our physical movement **Staff Responsible for Monitoring:** School Counselor and PE coach				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

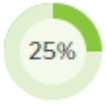
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** All staff is aware of their development. **Staff Responsible for Monitoring:** Principal, Assistant Principal and School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA La Joya College Prep xx is XX% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Teacher Retention **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 3: CP staff will be able to utilize behavior management system to aid in managing behavior issues in the classroom. The number of behavior referrals will decrease by end of year.

High Priority

Evaluation Data Sources: Behavior management system
referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train staff on behavior management system for the school year. Provide staff with specific goals & examples of how to handle different situations. Provide more feedback based on culture rounds. **Strategy's Expected Result/Impact:** Teachers will be better equipped to work with all students. **Staff Responsible for Monitoring:** School Counselor Principal Assistant Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: 1st year teachers were unable to handle minor behavior issues in the classroom. Issues stem from lack of classroom management. (teachers unable to execute) **Root Cause**: Lead team didn't monitor sufficiently during culture rounds & provide feedback to help with de-escalation mechanisms in their lesson plans. Teachers lacked the ability to plan & therefore stop the misbehaviors.

Goal 5: Increase student enrollment

Performance Objective 1: Meet 100% student enrollment at 420 students for the 2024-2025

High Priority

Evaluation Data Sources: Applications, Offers and registration data on STREAM.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assistant principal of Operations will receive coaching on enrollment plan, responsibility accountability and OCS enrollment huddle. **Strategy's Expected Result/Impact:** Meeting enrollment for the 2024-2025. **Staff Responsible for Monitoring:** Principal, APO, Operations staff **Problem Statements:** Demographics 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Under enrolled for the 22-23 school year at 64.5% capacity and are on track to being under enrolled for the 23-24 school year. **Root Cause**: Leader didn't distribute and follow-up on enrollment roles and responsibilities with the entire operations teams.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Family Resources		$0.00
2	4	2	School Counselor		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$727.17
				+/- Difference	$727.17
				Grand Total Budgeted	$727.17
				Grand Total Spent	$0.00
				+/- Difference	$727.17

IDEA Public Schools

Lake Houston Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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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Demographics

Demographics Summary

IDEA Lake Houston Academy was founded in 2021-22 and is a public charter school located in Houston, TX. The population of students that we served for the 2022-23 school year is below:

- Enrollment: 473
- 91% Economically Disadvantaged
- 65% ELL
- 28% African-American
- 70% Hispanic
- 2% White
- 6% Special Education
- 37% Male
- 53% Female

Demographics Strengths

- IDEA offers a competitive salary for teachers with experience.
- IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past year. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA).

Problem Statement 2 (Prioritized): There is a need to expand the mile radius for transportation to get scholars to and from campus daily. **Root Cause:** Currently, there is an eight-mile radius and our stops are at a public business location. We are also located on a feeder road which makes it unsafe for scholars to arrive on foot or by bicycle.

Student Learning

Student Learning Summary

We are pending the final results for the 2023 STAAR exam; preliminary results are below:

Key:

LDNP = Likely Did Not Pass

ZOU: Zone of Uncertainty

LP: Likely Passed

See PDF in Addendum for more information.

Student Learning Strengths

- Increase in all subjects all subjects compared to STAAR mock exam data versus semester exam data
- 100% of scholars tested for both subjects (ELA and Math)
- SpEd and EB scholars tracking growth in both subjects

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of SpEd scholars was 0% for the mock STAAR exam. **Root Cause:** Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.

Problem Statement 2 (Prioritized): To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam. **Root Cause:** Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.

School Processes & Programs

School Processes & Programs Summary

IA Lake Houston develops instructional leaders through 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 with 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.

We ensure scholars have multiple opportunities to engage in extracurricular opportunities such as robotics, cheer/dance.

School Processes & Programs Strengths

- IDEA retains 90% of students year over year.
- IDEA parents rate IDEA as 4.3/5 on the statement "My school is preparing my child for college."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement survey has not been cohesive or comprehensive across schools. **Root Cause:** Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and a lack of prioritized time for training with principals.

Problem Statement 2 (Prioritized): Our staff retention is an area of improvement for the region and campus. **Root Cause:** Staff onboarding has been inconsistent and clear expectations have not been set for all staff members.

Perceptions

Perceptions Summary

Staff Retention as of 5/26/23:

- 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

Perceptions Strengths

Results are still pending from IDEA's pulse check given to staff although our employees find great purpose in their work serving students and communities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 16/54 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 (Prioritized): Low engagement for family surveys that were sent to families for feedback. **Root Cause:** Lack of knowledge of the platform used by the national team to administer the survey in the absence of a School Counselor.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past year.

Root Cause 1: Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our family engagement survey has not been cohesive or comprehensive across schools.

Root Cause 2: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and a lack of prioritized time for training with principals.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 16/54 leavers cited a lack of communication from the school.

Root Cause 3: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam.

Root Cause 4: Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to expand the mile radius for transportation to get scholars to and from campus daily.

Root Cause 5: Currently, there is an eight-mile radius and our stops are at a public business location. We are also located on a feeder road which makes it unsafe for scholars to arrive on foot or by bicycle.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The percent of SpEd scholars was 0% for the mock STAAR exam.

Root Cause 6: Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our staff retention is an area of improvement for the region and campus.

Root Cause 7: Staff onboarding has been inconsistent and clear expectations have not been set for all staff members.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Low engagement for family surveys that were sent to families for feedback.

Root Cause 8: Lack of knowledge of the platform used by the national team to administer the survey in the absence of a School Counselor.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 41% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APIs and Principal What: Progress monitoring using exit ticket data, IA, and summative assessments When: Daily, weekly, quarterly **Strategy's Expected Result/Impact:** At least 46% of students achieve Meets Grade level on STAAR exam. **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%	50%	35%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 21% to 23% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APIs and Principal What: Progress monitoring using exit ticket data, IA, and summative assessments When: Daily, weekly, quarterly **Strategy's Expected Result/Impact:** At least 46% of students achieve Meets Grade level on STAAR exam. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%	60%	35%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

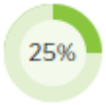
Performance Objective 3: IA & CP: 42% of EB students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: API, Principal, TELPAS PP, Testing Coordinator What: Progress monitoring of EB scholars, audit of accommodations When: Daily, weekly, quarterly How: 1. Effective lesson plans. 2. Exemplars with plan for struggle, feedback, and assessments. **Strategy's Expected Result/Impact:** 42% of EB scholars maintain or increase their proficiency level. **Staff Responsible for Monitoring:** API, Principal, Testing Coordinator **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool logging and tracking.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers What: Create effective lesson plans. How: 1. Scaffold questions. 2. Priority seating and opportunities for writing, speaking, listening, and reading. 3. Accommodations are planned for and executed with fidelity and consistency. **Strategy's Expected Result/Impact:** 100% of identified scholars meet the required House Bill 4545 minutes. **Staff Responsible for Monitoring:** API, HB4545 PPs **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%	45%	55%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: STAAR exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers What: Create effective lesson plans. How: 1. Scaffold questions. 2. Priority seating and writing, speaking, listening, and reading opportunities. 3. Accommodations are planned for and executed with fidelity and consistency. **Strategy's Expected Result/Impact:** 60% of SpEd scholars earn approaches on STAAR exam. **Staff Responsible for Monitoring:** Principal, API, SpEd PP **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	40%	15%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Principal, API, teachers What: Progress monitor for all students (3rd-5th) How: Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately When: Daily and weekly **Strategy's Expected Result/Impact:** 90% of students earn approaches, 60% earn meets, and 30% earn masters on the STAAR exam. **Staff Responsible for Monitoring:** Teachers, APIs, principal, GTLs. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: What: STAAR Night When: September and January **Strategy's Expected Result/Impact:** Parents will know their scholars' growth goal for each STAAR tested subject, number of questions, and what will be assessed. **Staff Responsible for Monitoring:** Principal, APIs, Teachers, SC **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Folders, trackers, markers, chart paper, instructional resources, copies (paper) - Title I, Part A (4120) - $2,240.86	50%	80%	30%	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: The percent of SpEd scholars was 0% for the mock STAAR exam. **Root Cause**: Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.
Problem Statement 2: To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam. **Root Cause**: Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, CCT members What: Receive proficiency or higher score on the campus safety scorecard. How: 1. Daily security checks. 2. Weekly security audits. 3. Monthly CCT meetings. **Strategy's Expected Result/Impact:** Campus receives a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year **Staff Responsible for Monitoring:** APO, CCT members, principals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	50%	35%	35%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, API, teachers What: Attend and participate in family engagement events on and off campus. How: 1. Communicate family engagement calendar. 2. Communicate and evaluate Guidepost 5 (for teachers - Beyond the Lesson). **Strategy's Expected Result/Impact:** Attendance of 80-100% of staff at family engagement events. **Staff Responsible for Monitoring:** API, APO, Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	35%	50%	70%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: SC What: School Counselor (SC) facilitates professional learning for staff and students. How: 1. Identify dates/deadlines outlined by the district for compliance. 2. Monitor and track student behavior (prevention and consequences of actions/inactions). **Strategy's Expected Result/Impact:** 100% of staff and students receive social-emotional (SEL) training and ongoing learning. **Staff Responsible for Monitoring:** School Cpunselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	65%	40%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers, GTLs, API What: 2nd - 5th grade meet 1200 MVPA minutes within 36 weeks How: 1. Use of fitness monitors from FWOS during PE class. 2. Create plan for the use of fitness monitors during recess. 3. Weekly data tracking and report out. **Strategy's Expected Result/Impact:** 100% of students in 2nd - 5th grade meet their MVPA minutes goal **Staff Responsible for Monitoring:** PE teachers, GTLs, API, principal. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	30%	30%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Lake Houston will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, API, teachers What: Take daily homeroom and OATT attendance. How: 1. Follow minute by minute for the ADA process (including compliance). 2. Communicate with families regarding the importance of daily attendance. 3. Adhere to the ADA Escalation Matrix process. **Strategy's Expected Result/Impact:** Each grade level will achieve 97% ADA daily. **Staff Responsible for Monitoring:** APO, SIS/Registrar, and principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**	15%	30%	35%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Performance managers What: Complete goal-setting meeting, 2x2, and APRs by EOY. How: 1. Calendar time to have direct reports complete their tasks. 2. Performance manager conduct conversations with 100% of direct reports. **Strategy's Expected Result/Impact:** 100% of full-time staff members complete all tasks within IDEA's staff development cycle. **Staff Responsible for Monitoring:** Performance managers (principal, APIs, APO, TM, CM, FM). **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	30%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Lake Houston Academy is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Performance managers What: Retain 85% of staff How: 1. Weekly or biweekly check-ins with direct reports. 2. Pulse checks with staff (Moments with May). 3. Create a Principal Advisory Board (made of instructional and operations teams). **Strategy's Expected Result/Impact:** 100% staffed for all teacher positions throughout the 2023-24 school year. **Staff Responsible for Monitoring:** Principal, APIs **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	20%	20%	25%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment

Performance Objective 1: IA Lake Houston will meet 100% Enrollment by the 11th day of school for the 2024-25 SY.

High Priority

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, Enrollment Coordinator What: Recruit scholars for a 2:1 application goal. How: 1. Daily recruitment targets per grade level. 2. Strategic recruitment plan. 3. Super Recruitment Saturdays. **Strategy's Expected Result/Impact:** 100% of grade levels are 2:1 application-ready for lottery. **Staff Responsible for Monitoring:** APO and Enrollment Coordinator **Title I:** 4.1	10%	70%	50%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment

Performance Objective 2: IA Lake Houston will continue to over-enroll grade levels by 8 seats for each grade level.

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, Principal, Enrollment Coordinator What: Recruit scholars for a 2:1 application goal. How: 1. Daily recruitment targets per grade level. 2. Strategic recruitment plan. 3. Super Recruitment Saturdays. **Strategy's Expected Result/Impact:** Each grade level will have at least 120 students. **Staff Responsible for Monitoring:** APO and Enrollment Coordinator	10%	35%	30%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Folders, trackers, markers, chart paper, instructional resources, copies (paper)		$2,240.86
				Sub-Total	$2,240.86
				Budgeted Fund Source Amount	$2,240.86
				+/- Difference	$0.00
				Grand Total Budgeted	$2,240.86
				Grand Total Spent	$2,240.86
				+/- Difference	$0.00

IDEA Public Schools

Los Encinos Academy

2023-2024 Campus Improvement Plan

Board Approval Date: August 29, 2023
Public Presentation Date: August 29, 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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- Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year. 15
- Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year. 21
- Goal 4: IDEA Los Encinos AC will increase student daily attendance for the 23-24 school year to a YTD 97%. 24
- Goal 5: IDEA Los Encinos AC will maintain or increase 85% or higher staff retention for the 23-24 school year. 26

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2023

Demographics

Demographics Summary

Our campus will serve a total of 775 students in Kinder-5th grade and opened in August 2019. We have over 67 staff members (6 instructional support, 30 teachers, 15 teacher support, and 4 campus support members. Currently, we have 87.93% staff persistence for the 23-24 school year.

Demographics Strengths

The area our school is located in is developed and has a strong community of support. Students love technology and continue to try to improve their skills. We have several number of first year in US school students and families. These families are hard working and love coming to our school. Our families and students do their best to come to school everyday regardless of the circumstances and are committed to their learning.

We have 1 dyslexia student, 44 SPED students and 612 emergent bilingual students. This diversity of students allows us to have strong lesson delivery focused on differentiation needed for all of our special population students. As we continue to grow our campus, we have also grown our SPED department to help support our students appropriately. We now have 3 RISE SPED Teachers, 2 SPED teachers, and 4 SPED RISE co-teachers to help support our students. We have a total of 51% boys and 49% girls population which allows for a balance number of boy/girl ratio in our classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student daily attendance as we did not meet our goal by -2.9% with a final ADA of 94.19%. **Root Cause:** Our campus did not follow ADA matrix with fidelity for priority/truancy at-risk families that did not meet attendance goals.

Problem Statement 2 (Prioritized): There has been an increase in our Special Education population the past year for a total of 0.27% of students K-5th grade for a total of 47 students. More than 50% of our current SPED students have struggled with being proficient in their mastery of academic achievement and/or behavior in the classroom. **Root Cause:** We had 3/5 of our SPED teachers that were new to their role this year and required more PD on systems for our instructional best practices for students as well as more coaching/collaboration with our Gen Ed teacher for student supports/resources.

Student Learning

Student Learning Summary

At IDEA Los Encinos we work to ensure all students are learning. In grades K-2 we have a DI program that is designed to work with the student at their own level. We know that students need to be at their level so we incorporate other curriculums to ensure we push for comprehension, Writing skills, Math, Science, and Social Studies. We are proactive on regrouping based on data. Setting higher expectations. In Kinder we have extensions to lessons with centers. Having team support with different approaches, getting differentiated instruction from teachers.

Intervention for students in 3-5th that are two years below grade level. Pushing parent involvement and having parents invested in their students' learning. One-on-one interaction with students, allows students to master lesson.

Computers will be used for content teaching in each class and teachers have mastered how to use this form of teaching.

Student Learning Strengths

- Students are doing well at replicating teachers modeling by following key points.
- Students are very strong at math. They are engaged and perform high.
- Students show a love of science and social studies.
- Students are confident and are risk-takers. Do not fear approaching
- Parental involvement has shown to benefit students' work.
- Building independence in the classroom.
- Students are strong at navigating technology.
- Lower grades, students have shown to be responsible.
- Done a great job at learning the routine and are good with consistency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a language barrier amongst students in all grade levels, occurring in all contents, where students are struggling to comprehend instruction. **Root Cause:** Language Barrier - lack of appropriate delivery of bilingual classroom program due to more staff pd required, more parent investment for the English language needed, minimal motivation amongst students to learn and practice the language, not enough visuals in the classroom to help close language gaps through vocabulary/ background knowledge

Problem Statement 2 (Prioritized): Behavioral issues (ex. high energy, disruptive) during instruction time affect students trying to follow instruction and cause teachers to lose instructional time while trying to assist with students disruptions. **Root Cause:** Lack of consistent behavior management structure implementation throughout the campus that identifies tier 1, 2, and 3 behaviors and supports/systems that follow.

School Processes & Programs

School Processes & Programs Summary

At IDEA Los Encinos Academy we recruit students to ensure that we are fully enrolled by the deadline. We coach and develop instructional leaders with high quality coaching using our See-it, name-it, Do it protocol weekly and sometimes daily. We have content leaders that support by norming across content to ensure that each grade level increases the rigor however will have similar teaching styles. The district will have bi-weekly, quarter, and yearly trainings that are lead by content experts and leaders. All staff get training on our feedback platform, Teachboost. Leaders conduct weekly classroom observations and provide on the spot feedback with side by side coaching. Following with a coaching conversation and practice on the spot to make sure mastery happens prior to going into the classroom.

School Processes & Programs Strengths

On boarding students and hiring staff

- New and returning teachers participate in professional development trainings weekly with manager, bi-weekly with regional content lead, quarterly with reginal content lead.
- Teacher Career Pathway to retain teachers and invest them in their data/goals for the classroom.
- GET rubric to support teachers on exemplars for classroom instruction.
- Welcome to IDEA for students and staff
- Monthly educational challenges for students with incentives

Instruction and Curriculum

Special Programs

- Emergent bilingual program for students
- Training teachers on classroom support for sub pops
- SPED teachers hold bi-weekly/monthly meetings with teachers for coaching on sped support.
- SPED observation and walk throughs to ensure students and teachers are following IEPs.

SEL/ Mental Health and Family Engagement

- Social worker on campus and supports students daily.
- District wide program Move this World- utilized daily and practiced with students.

Fitness - Healthy Kids Here

Differentiative programs base don student population

Breakfast and lunch served with high count of students participating in it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional staff training is not being differentiated for the different levels of teachers. WE have advanced performing teachers and new teachers. **Root Cause:** As an instructional team, we did not focus enough on building the capacity of our teachers by differentiating on their current level of proficiency and creating/communicating an individualized coaching plan for staff based on their specific needs.

Problem Statement 2 (Prioritized): Instructional staff would like more opportunities to observe high performing master teachers to build and increase their knowledge of best practices in the classroom. **Root Cause:** Campus was short staffed due to maternity leaves and not fully staffed 100% of the time. This limited the amount of coverage available to help consistently provide these opportunities.

Perceptions

Perceptions Summary

The campus participates in district surveys throughout the school year. The CNA focus group discussed campus culture and received feedback from several different staff members.

Perceptions Strengths

Strengths include several systems in place already as a campus. Some systems include, weekly staff newsletter, REMIND has been deemed as main line of communication, bi-monthly meetings with staff, bi-monthy meetings with grade team leaders, attendance matrix for attendance calls, nurse protocol in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to not meeting ADA goal this year by 3% (94% final ADA) our focus will be in engaging K-5th grade students and families to prioritize coming to school daily and on time to meet our 23-24 attendance campus goal. **Root Cause:** There was not enough attendance follow up meetings with priority families due to focusing on customer service for the family and maintain persistence.

Problem Statement 2 (Prioritized): Rating 4.6/5 in our parent survey for overall school safety /security (0.2 decrease from last year) , our focus will be to help families and students feel safe and secure during the 23-24 school year. We have 8% of families that disagree or are dissatisfied. **Root Cause:** Families have express that information is not shared in a timely manner to staff or parents which impacts their overall ability to support.

Priority Problem Statements

Problem Statement 1: There is a language barrier amongst students in all grade levels, occurring in all contents, where students are struggling to comprehend instruction.

Root Cause 1: Language Barrier - lack of appropriate delivery of bilingual classroom program due to more staff pd required, more parent investment for the English language needed, minimal motivation amongst students to learn and practice the language, not enough visuals in the classroom to help close language gaps through vocabulary/background knowledge

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Behavioral issues (ex. high energy, disruptive) during instruction time affect students trying to follow instruction and cause teachers to lose instructional time while trying to assist with students disruptions.

Root Cause 2: Lack of consistent behavior management structure implementation throughout the campus that identifies tier 1, 2, and 3 behaviors and supports/systems that follow.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional staff training is not being differentiated for the different levels of teachers. WE have advanced performing teachers and new teachers.

Root Cause 3: As an instructional team, we did not focus enough on building the capacity of our teachers by differentiating on their current level of proficiency and creating/ communicating an individualized coaching plan for staff based on their specific needs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Instructional staff would like more opportunities to observe high performing master teachers to build and increase their knowledge of best practices in the classroom.

Root Cause 4: Campus was short staffed due to maternity leaves and not fully staffed 100% of the time. This limited the amount of coverage available to help consistently provide these opportunities.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Rating 4.6/5 in our parent survey for overall school safety /security (0.2 decrease from last year) , our focus will be to help families and students feel safe and secure during the 23-24 school year. We have 8% of families that disagree or are dissatisfied.

Root Cause 5: Families have express that information is not shared in a timely manner to staff or parents which impacts their overall ability to support.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Due to not meeting ADA goal this year by 3% (94% final ADA) our focus will be in engaging K-5th grade students and families to prioritize coming to school daily and on time to meet our 23-24 attendance campus goal.

Root Cause 6: There was not enough attendance follow up meetings with priority families due to focusing on customer service for the family and maintain persistence.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to increase student daily attendance as we did not meet our goal by -2.9% with a final ADA of 94.19%.

Root Cause 7: Our campus did not follow ADA matrix with fidelity for priority/truancy at-risk families that did not meet attendance goals.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There has been an increase in our Special Education population the past year for a total of 0.27% of students K-5th grade for a total of 47 students. More than 50% of our current SPED students have struggled with being proficient in their mastery of academic achievement and/or behavior in the classroom.

Root Cause 8: We had 3/5 of our SPED teachers that were new to their role this year and required more PD on systems for our instructional best practices for students as well as more coaching/collaboration with our Gen Ed teacher for student supports/resources.

Problem Statement 8 Areas: Demographics

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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: IDEA Los Encinos AC will have 100% enrollment complete for 23-24 school year after first 10 days of school.

Performance Objective 1: All Grades Kinder-5th grade seats will be at 100% enrolled by 10th day after first day of school.

High Priority

Evaluation Data Sources: Enrollment Numbers for campus

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly & weekly focus on enrollment updates during the month of July-August by APO/Enrollment Coordinator **Strategy's Expected Result/Impact:** 100% seats filled by first 10 days of school **Staff Responsible for Monitoring:** APO/Enrollment Coordinator	65%	75%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA Los Encinos AC will have 100% enrollment complete for 23-24 school year after first 10 days of school.

Performance Objective 2: 100% of New to IDEA students will be tested and scheduled prior to the first day of school to confirm family commitment to the campus.

Evaluation Data Sources: STREAM data; Campus Testing Tracker

Summative Evaluation: Met Objective

Next Year's Recommendation: complete testing before FDOS 2024

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of new students K-5th grade will test prior to First Day of School to ensure that all students are assigned their school schedule. **Strategy's Expected Result/Impact:** 100% of new to idea students will be tested before August 7, 2023. **Staff Responsible for Monitoring:** APO/APIs	50%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 1: IA: Third-fifth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: 22-23 & 23-24 STAAR data scores and reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly progress tracking of identified students through bi-weekly exams, benchmarks, and assessments. **Strategy's Expected Result/Impact:** % goal met at EOY for students that MEETS grade level in the area of Reading **Staff Responsible for Monitoring:** Principal/APIs/Teachers	50%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 2: IA: Third-fifth grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 57% to 59% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: 22-23 & 23-24 STAAR data scores and reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: % goal met at EOY for students that MEETS grade level in the area of Math **Strategy's Expected Result/Impact:** % goal met in MEETS grade level for the area of Math **Staff Responsible for Monitoring:** Principal/APIs/Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 3: IA: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS mock scores for 23-24; 22-23 & 23-24 TELPAS final scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on identifying student proficiency level & progress tracking for TELPAS for boy/moy/eoy **Strategy's Expected Result/Impact:** 90% or higher of students 1-5th grade will maintain or increase proficiency level. **Staff Responsible for Monitoring:** Principal/EB Coordinator/APIs	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 4: IA: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 rosters for 22-23 & 23-24 HB4545 roster for 4th/5th grade students

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly tracking of HB4545 minutes through Locus Dashboard **Strategy's Expected Result/Impact:** 100% of HB4545 will meet minute requirements by EOY. **Staff Responsible for Monitoring:** Principal/HB4545 point person/APIs	20%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 5: IA: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: SPED student content assessment trackers; IEP progress reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED students 3rd-5th grade will follow IEP Minute plan with fidelity for additional support and resources through the 23-24 school year. **Strategy's Expected Result/Impact:** 60% or higher of SPED students will attain approaches or higher. **Staff Responsible for Monitoring:** SPED Teachers, Gen Ed. teachers, administration	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 6: IA : 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))

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will track their progress in all content assessments weekly/monthly to showcase their progress in their student tracker planner as well as in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Increased progress in assessment scores for each student in 3rd-5th grade through consistent tracking. **Staff Responsible for Monitoring:** Teachers, administrators	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

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

High Priority

Evaluation Data Sources: Monthly safety drills/safety scores on locus dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct campus monthly safety drills/door sweeps and tracking campus results **Strategy's Expected Result/Impact:** Campus will score A rating in District Safety report card & TEA safety audits **Staff Responsible for Monitoring:** Principal/APO/Facilities Manager	50%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

Performance Objective 2: IA: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a set monthly plan for campus engagement events for the campus to promote family campus events through timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 85% of participation **Staff Responsible for Monitoring:** Academic Counselor/Social Worker/APO **Funding Sources:** Audio Equipment to use for Parent and Family Engagement Event - Title I, Part A (4120) - $2,384.73	25%	50%		

No Progress

Accomplished

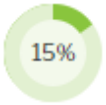
Continue/Modify

Discontinue

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

Performance Objective 3: IA: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow scope and sequence for safer, smarter schools curriculum through fidelity to the dates and focus on strong coaching for all stakeholders supporting in the lessons **Strategy's Expected Result/Impact:** fidelity to the sessions/timely lessons to all students and communication to families **Staff Responsible for Monitoring:** AC/SW/Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: IDEA Los Encinos AC will increase student daily attendance for the 23-24 school year to a YTD 97%.

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

Evaluation Data Sources: MVPA minute tracker; fitness watches

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly/weekly tracking of student MVPA minutes in PE to meet Quarter & EOY goals **Strategy's Expected Result/Impact:** 90% of students or higher will meet EOY MVPA minutes in PE 1st-5th grade. **Staff Responsible for Monitoring:** PE Coaches/API	65%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: IDEA Los Encinos AC will increase student daily attendance for the 23-24 school year to a YTD 97%.

Performance Objective 2: IA & CP: IDEA Los Encinos will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA reports; ADA trackers, ADA matrix

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO/Principal partnership weekly/monthly meetings with ADA data focus to review data as a campus and trends with a focus on key strategies/family supports **Strategy's Expected Result/Impact:** ADA YTD to maintain/grow through shared collaboration **Staff Responsible for Monitoring:** APO/Academy/CP Principals	50%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: IDEA Los Encinos AC will maintain or increase 85% or higher staff retention for the 23-24 school year.

Performance Objective 1: IA : 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.

Evaluation Data Sources: coaching cycle trackers; pd backwards plan, and

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff members feel coached and supported through effective implementation and consistency of the SDC cycle. **Staff Responsible for Monitoring:** Principal/APIs/APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: IDEA Los Encinos AC will maintain or increase 85% or higher staff retention for the 23-24 school year.

Performance Objective 2: IA: IDEA Los Encinos is 100% 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

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 100% of staff vacancies filled with high quality candidates for the 23-24 school year **Staff Responsible for Monitoring:** Talent Partner/Principal/VP				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Audio Equipment to use for Parent and Family Engagement Event		$2,384.73
				Sub-Total	$2,384.73
				Budgeted Fund Source Amount	$3,428.07
				+/- Difference	$1,043.34
				Grand Total Budgeted	$3,428.07
				Grand Total Spent	$2,384.73
				+/- Difference	$1,043.34

IDEA Public Schools

Los Encinos College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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

Demographics

Demographics Summary

6th- 9th grades

Open enrollment charter school

Located: McAllen, TX

85% Teacher Retention

Demographics Strengths

Bi-Lingual populations.

Students make an effort and have an interest in learning will succeed more in academics and grow. \

majority of students enjoy the campus and continue coming back.

parental support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students who are EB are falling behind in writing. **Root Cause:** Language acquisition and lack of consistent writing has held students back

Problem Statement 2 (Prioritized): Students having low ADA. **Root Cause:** Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.

Student Learning

Student Learning Summary

ELA:

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR English 1
% Approaches	52	61	64	85
% Meets	27	32	33	77
% Masters	15	19	12	25
% Student Achievement Average	31	37	36	62

Math:

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	65	63	93
% Meets	27	34	69
% Masters	12	12	39
% Student Achievement Average	35	36	67

Science:

		STAAR Biology
% Approaches		92
% Meets		66
% Masters		26

		STAAR Biology
% Student Achievement Average		61

Humanities:

	STAAR 8th US History
% Approaches	51
% Meets	20
% Masters	9
% Student Achievement Average	27

TELPAS:

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8	6	11	9	45%
% Intermediate	26	47	21	26	
% Advanced	20	43	25	32	
% Advanced High	46	4	43	33	

Student Learning Strengths

Students follow reading comprehension strategies, using dictionaries and tools to help analyze sentences.

Intervention plans with multiple stakeholders seem effective with our students as they are kept accountable.

Students ask questions when they lack understanding.

Creativity, critical thinking, problem-solving, communication, teamwork, and perseverance.

The ability to follow one-step instructions after being told the first time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students more than 2 levels below their peers are lagging in Math & Reading. **Root Cause:** Students are not getting individualized and timely support due to large class sizes.

Problem Statement 2 (Prioritized): Lack of reading and writing across all contents. **Root Cause:** We didn't have to focus on it till this year, with the new staar redesign. Teachers struggled to implement practice, and students struggled to get proficient in ti.

School Processes & Programs

School Processes & Programs Summary

At IDEA Los Encinos CP, we follow the instructional coaching model laid out by IDEA. First-year leaders are assigned a coach from the district to support in their development using School Leadership Levers. The principal does observations in the field and coaching conversations to ensure leaders are upholding the highest standards. ALL leaders have their roles and responsibilities laid out in the summer. All teachers get their performance managers at the beginning of year professional development.

Every week, the Instructional leaders go through weekly data conversations to find the missed skill and help teachers create a reteach plan. Using daily exit tickets, Quizzes, Unit exams, and mock exam data, teachers create tiered support for students for in-class small groups, and afterschool tutoring.

The Instructional leaders for the coaching cycle for teachers. Leaders give feedback on teacher lesson plans, observe live teaching, and use low inference data (qualitative and quantitative data) to generate the highest leverage action gap to address the teacher gap, leading to gains in student achievement. Leaders then conduct a coaching conversation using the see it, name it, do it model to ensure teachers have a chance to practice perfectly. Leaders then observe teachers based on the action step providing coaching to mastery.

Students participate in the accelerated reader, Dreambox, imagine learning/reading, and imagine math for further individualized support. Students who are behind more than two grade levels participate in critical student intervention programs using direct instruction to get them on grade level.

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 reatins 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): A lack of teacher capacity is holding our students back. **Root Cause:** Not taking the time to onboard staff and going through the coaching cycle.

Problem Statement 2 (Prioritized): Lack of Behavior management systems. **Root Cause:** Inconsistent implementation of the current system and is it is not used equitably.

Perceptions

Perceptions Summary

Our campus is only 6th through 9th grade, yet. We have zero percent dropout rate. Our Social worker works with students for socio-emotional support, peer mediation, and parent involvement. All first-year teachers get a mentor assigned. Teachers with mentors surpassed the SAS needed to attain an A rating. Last year, we met teacher retention. 90% of staff members agree that IDEA Los Encinos CP is a great workplace.

Perceptions Strengths

Strengths I believe is a Team and Family mentality that does not allow any of us to fail by helping one another.

Parent satisfaction on social media pages and yearly surveys.

Meeting student persistence for 4 years in a row.

Staff satisfaction as a great place to work.

Multiple channels for parent communication and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent engagement in student discipline. **Root Cause:** Lack of documentation and teacher capacity to handle level 1. Inconsistent follow-through from the administration for all discipline infractions as the discipline management is not set robustly.

Problem Statement 2 (Prioritized): Lack of parent volunteers and involvement **Root Cause:** Inconsistent protocols on getting started with the program

Priority Problem Statements

Problem Statement 1: Students who are EB are falling behind in writing.

Root Cause 1: Language acquisition and lack of consistent writing has held students back

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students more than 2 levels below their peers are lagging in Math & Reading.

Root Cause 2: Students are not getting individualized and timely support due to large class sizes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A lack of teacher capacity is holding our students back.

Root Cause 3: Not taking the time to onboard staff and going through the coaching cycle.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of parent engagement in student discipline.

Root Cause 4: Lack of documentation and teacher capacity to handle level 1. Inconsistent follow-through from the administration for all discipline infractions as the discipline management is not set robustly.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students having low ADA.

Root Cause 5: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Lack of reading and writing across all contents.

Root Cause 6: We didn't have to focus on it till this year, with the new staar redesign. Teachers struggled to implement practice, and students struggled to get proficient in ti.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Lack of Behavior management systems.

Root Cause 7: Inconsistent implementation of the current system and is it is not used equitably.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of parent volunteers and involvement

Root Cause 8: Inconsistent protocols on getting started with the program

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

- HB3 Reading and math goals for PreK-3
- 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

- 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 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 36 % of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS state results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide CSI support for students Y2 and beyond **Strategy's Expected Result/Impact:** 100% of the students in CSI move up a level in TELPAS **Staff Responsible for Monitoring:** Vanessa Avendano **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are EB are falling behind in writing. **Root Cause**: Language acquisition and lack of consistent writing has held students back

Goal 1: IDEA achieves an A Rating

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

Evaluation Data Sources: HB4545 powerBi tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB4545 group tutorials implementation from week 2. **Strategy's Expected Result/Impact:** 100% of the HB4545 min completed by April **Staff Responsible for Monitoring:** Vanessa Avendano and Michael Garcia **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students having low ADA. **Root Cause**: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.

Student Learning
Problem Statement 2: Lack of reading and writing across all contents. **Root Cause**: We didn't have to focus on it till this year, with the new staar redesign. Teachers struggled to implement practice, and students struggled to get proficient in ti.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build remediation in all contents in grade-level work **Strategy's Expected Result/Impact:** 100% of the students in SPED hit their growth targets. **Staff Responsible for Monitoring:** Michael Garcia **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	30%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students more than 2 levels below their peers are lagging in Math & Reading. **Root Cause**: Students are not getting individualized and timely support due to large class sizes.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade-level content through reading and writing in all contents. **Strategy's Expected Result/Impact:** All contents hit 90/60/30 **Staff Responsible for Monitoring:** Vanessa Avendano and Michael Garcia **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Student achievement increased for at risk students **Staff Responsible for Monitoring:** Raj Desai **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	50%	60%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Students more than 2 levels below their peers are lagging in Math & Reading. **Root Cause**: Students are not getting individualized and timely support due to large class sizes.

Problem Statement 2: Lack of reading and writing across all contents. **Root Cause**: We didn't have to focus on it till this year, with the new staar redesign. Teachers struggled to implement practice, and students struggled to get proficient in ti.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement on grade level materials through all contents **Strategy's Expected Result/Impact:** 100% on track **Staff Responsible for Monitoring:** Juan Carlos Garcia **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

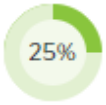
Student Learning
Problem Statement 1: Students more than 2 levels below their peers are lagging in Math & Reading. **Root Cause**: Students are not getting individualized and timely support due to large class sizes.

Goal 2: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: District Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement all aspects of the CCT Criteria for success **Strategy's Expected Result/Impact:** A on the campus safety scorecard. **Staff Responsible for Monitoring:** Raj Desai and Sheila Flores **Problem Statements:** Demographics 2 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students having low ADA. **Root Cause**: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.
Perceptions
Problem Statement 2: Lack of parent volunteers and involvement **Root Cause**: Inconsistent protocols on getting started with the program

Goal 2: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: Parent engagement Events tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Proactive planning and scheduling for all parent engagement events **Strategy's Expected Result/Impact:** 100% of parent engagement events completed and documented **Staff Responsible for Monitoring:** Jacqueline Torres **Title I:** 4.1 **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Supplies for Escuela Para padres - Title I, Part A (4120) - $1,300, Supplies for MTTN/Report Cards - Title I, Part A (4120) - $1,315.06	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** Juan Carlos Garcia **Title I:** 4.1 **Problem Statements:** Perceptions 2	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Lack of parent engagement in student discipline. **Root Cause**: Lack of documentation and teacher capacity to handle level 1. Inconsistent follow-through from the administration for all discipline infractions as the discipline management is not set robustly.

Perceptions	
Problem Statement 2: Lack of parent volunteers and involvement	**Root Cause**: Inconsistent protocols on getting started with the program

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Safe Schools tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Proactive planning and communication around campus safety **Strategy's Expected Result/Impact:** On track for persistence **Staff Responsible for Monitoring:** Jacqueline Torres **Title I:** 2.6 **Problem Statements:** Demographics 2 - Perceptions 1	25%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Students having low ADA. **Root Cause**: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.
Perceptions
Problem Statement 1: Lack of parent engagement in student discipline. **Root Cause**: Lack of documentation and teacher capacity to handle level 1. Inconsistent follow-through from the administration for all discipline infractions as the discipline management is not set robustly.

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Los Encinos CP will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of the ADA matrix with fidelity **Strategy's Expected Result/Impact:** 5% reduction in chronic absentees **Staff Responsible for Monitoring:** Sheila Flores **Problem Statements:** Demographics 2	25%	60%		

 No Progress Accomplished Continue/Modify Discontinue

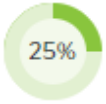
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students having low ADA. **Root Cause**: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: MVPA min dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of the students enrolled in PE and will have PE every other day from 6-10th grade **Strategy's Expected Result/Impact:** Students on track to meet their MVPA min **Staff Responsible for Monitoring:** Moses Stokes **Title I:** 2.5 **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students having low ADA. **Root Cause**: Students are used to not coming to school and a lack of consistent follow-through for chronic absentees.

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: SDC tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manage and coach teachers **Strategy's Expected Result/Impact:** 100% of teachers proficient on GET ratings **Staff Responsible for Monitoring:** Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers grow 1 or more on their proficiency on the GET Rubric. **Staff Responsible for Monitoring:** Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	N/A	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

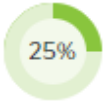
Performance Objective 1 Problem Statements:

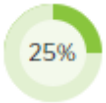
School Processes & Programs
Problem Statement 1: A lack of teacher capacity is holding our students back. **Root Cause**: Not taking the time to onboard staff and going through the coaching cycle.

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Los Encinos CP is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hiring committee from all aspects **Strategy's Expected Result/Impact:** 100% of the staff hired with quality candidates **Staff Responsible for Monitoring:** Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: recruit and hire high-quality candidates per role by using high-quality resume criteria **Strategy's Expected Result/Impact:** Staff retention increases and teacher capacity **Staff Responsible for Monitoring:** Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: A lack of teacher capacity is holding our students back. **Root Cause**: Not taking the time to onboard staff and going through the coaching cycle.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Supplies for MTTN/Report Cards		$1,315.06
2	2	1	Supplies for Escuela Para padres		$1,300.00
				Sub-Total	$2,615.06
				Budgeted Fund Source Amount	$2,315.06
				+/- Difference	-$300.00
				Grand Total Budgeted	$2,315.06
				Grand Total Spent	$2,615.06
				+/- Difference	-$300.00

IDEA Public Schools

Mays Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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 25, 2023

Demographics

Demographics Summary

IDEA Mays Academy is an elementary school on the West Side of San Antonio serving 700+ students in grades K-5. IDEA Mays opened up in 2016 and has continuously grown since then. IDEA Mays is an open enrollment public charter school that prides itself in rigorous academics for underserved communities. IDEA Mays Academy also currently has 3 Special Education Classrooms for more severe scholars. IDEA Mays Academy was most recently ranked as an A Campus (96) by TEA; one of the highest in the IDEA Public School District.

Demographics Strengths

IDEA Mays offers intervention classes to scholars who are behind academically.

IDEA Mays offers a competitive salary for teachers with experience.

IDEA Mays is achieving it's mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence as it has declined over the past two years. **Root Cause:** 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.

Problem Statement 2 (Prioritized): There is a need to ensure contents are taught with fidelity. **Root Cause:** 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Student Learning

Student Learning Summary

During the 21.22 school year, IDEA Mays Academy earned an overall rating of a 96 (A) by the TEA. They scored a 91 on Domain 1; 94 on Domain 2; and a 100 on Domain 3. This is the highest that IDEA Mays Academy has ever scored. They also grew significantly in both Special Education Data and English Learner Data. IDEA Mays Academy also earned all eligible distinctions from the TEA.

During the 22.23 school year IDEA Mays Academy continued the trajectory of high student learning outcomes on all MOCK assessments. IDEA Mays Academy`s projected scores rank it amongst the highest in IDEA Public Schools.

“See PDF in Addendum for more information.”

Student Learning Strengths

- Strong internal data tracking, progress monitoring and sub-population reporting
- Increase from pre-pandemic results and pandemic results
- Higher number of scholars hit growth goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam. **Root Cause:** Intervention groups not implemented with fidelity.

Problem Statement 2 (Prioritized): 1st grade students did not meet 90% on grade level in direct instruction at end of year. **Root Cause:** Intervention plan did not occur until mid way through the 3rd quarter.

School Processes & Programs

School Processes & Programs Summary

Teachers received weekly professional development based on trends identified by the Mays Campus Lead Team. Campus communicates via Remind (primary) and various social media outlets(secondary). Lead team and Grade Team leaders meet once a month to identify and problem solve around campus trends. Campus provides various extracurricular activities and enrichment.

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.
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- 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 reatins 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"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause:** No set family engagement events set at Beginning of Year.

Problem Statement 2 (Prioritized): Lack of extracurricular activities offered **Root Cause:** Low teacher investment to sponsor clubs in Academy

Perceptions

Perceptions Summary

Student conflict has been reduced significantly this year due to the commitment to peer mediation, Scholar2Scholar Peer Mentoring, etc. Teacher retention has declined this year in comparison to 21.22. We are currently around 85% staff retention, but that number will be dropping.

Perceptions Strengths

1 High performing teacher retention
2 100% Grade Team Leader retention
3 Promotion of internal co-teachers and teachers to higher level positions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the past couple of years, our student mental health cases have increased. **Root Cause:** Lack of consistent implementation of Move This World curriculum.

Problem Statement 2 (Prioritized): Overall staff retention lower than previous school year. **Root Cause:** Staff investment in accountability measures inconsistent.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years.

Root Cause 1: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure contents are taught with fidelity.

Root Cause 2: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our family engagement strategy is not comprehensive and cohesive across all schools.

Root Cause 3: No set family engagement events set at Beginning of Year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of extracurricular activities offered

Root Cause 4: Low teacher investment to sponsor clubs in Academy

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the past couple of years, our student mental health cases have increased.

Root Cause 5: Lack of consistent implementation of Move This World curriculum.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.

Root Cause 6: Intervention groups not implemented with fidelity.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 1st grade students did not meet 90% on grade level in direct instruction at end of year.

Root Cause 7: Intervention plan did not occur until mid way through the 3rd quarter.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Overall staff retention lower than previous school year.

Root Cause 8: Staff investment in accountability measures inconsistent.

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

- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 90% of Mays Academy's scholars in Kinder - 2nd will be on grade level in Math and Reading by the end of the 23/24 SY.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data submission and review. **Strategy's Expected Result/Impact:** Increase in pace of growth. **Staff Responsible for Monitoring:** API/Principal/Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 2	60%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Student Learning

Problem Statement 2: 1st grade students did not meet 90% on grade level in direct instruction at end of year. **Root Cause**: Intervention plan did not occur until mid way through the 3rd quarter.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 48% to 60% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students receive high quality intervention. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** Interventionist - Title I, Part A (4120)	10%	75%		

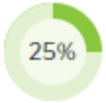
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students receive high quality intervention to close gaps in learning. **Strategy's Expected Result/Impact:** Increase in student acheivement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Interventionist - Title I, Part A (4120)				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure EB scholars receive high quality intervention. **Strategy's Expected Result/Impact:** Increase in TELPAS results **Staff Responsible for Monitoring:** EB Coordinator **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** Online Program for EB Scholars - Title I, Part A (4120)	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.
School Processes & Programs
Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause**: No set family engagement events set at Beginning of Year.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure scholars meet the required number of TEK targeted minutes through intervention. **Strategy's Expected Result/Impact:** Increase in student achievement scores. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Teachers **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** Funding for tutoring - Title I, Part A (4120)	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure CSI and intervention are implemented with fidelity. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principals, SpEd Team **Title I:** 2.4, 2.5, 2.6 **- 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Perceptions 1	25%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.
Perceptions
Problem Statement 1: During the past couple of years, our student mental health cases have increased. **Root Cause**: Lack of consistent implementation of Move This World curriculum.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily data reaction to identify gaps in student learning with clear plans to close the gap. **Strategy's Expected Result/Impact:** Increase pace of closing gaps to meet the goal of 90/60/30 on STAAR. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Teachers. **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, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years. **Root Cause**: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.
Problem Statement 2: There is a need to ensure contents are taught with fidelity. **Root Cause**: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

School Processes & Programs
Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause**: No set family engagement events set at Beginning of Year.

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))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure safety drills are scheduled throughout the whole year before BOY. **Strategy's Expected Result/Impact:** School stays in compliance with safety drills. **Staff Responsible for Monitoring:** Principal, Assistant Principal of Operations. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule meetings and advertise to parents during BOY PD. **Strategy's Expected Result/Impact:** Stay in compliance with 100% of meetings. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

High Priority

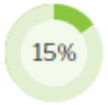
HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Get Safer Smarter Schools paperwork signed during Meet The Teacher **Strategy's Expected Result/Impact:** Start SSS program earlier in the school year. **Staff Responsible for Monitoring:** School Counselor. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure PE teachers has all materials needed to track minutes before FDOS. **Strategy's Expected Result/Impact:** Meet MVPA goal. **Staff Responsible for Monitoring:** PE Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly celebrations for highest ADA. **Strategy's Expected Result/Impact:** Increase in average daily attendance. **Staff Responsible for Monitoring:** SIS, APO, Principal, APIs. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years. **Root Cause**: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.

School Processes & Programs
Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause**: No set family engagement events set at Beginning of Year.

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.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly check ins with all staff members to ensure they are being supported to their fullest **Strategy's Expected Result/Impact:** Completion of staff development cycles **Staff Responsible for Monitoring:** Principal, Assistant Principal, Direct Manager **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	N/A	10%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Overall staff retention lower than previous school year. **Root Cause**: Staff investment in accountability measures inconsistent.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Mays is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continuously staff when positions become open; attend Super Interview Days until fully staffed. **Strategy's Expected Result/Impact:** 100% staffed **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Overall staff retention lower than previous school year. **Root Cause**: Staff investment in accountability measures inconsistent.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Interventionist		$0.00
2	2	1	Interventionist		$0.00
2	3	1	Online Program for EB Scholars		$0.00
2	4	1	Funding for tutoring		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,478.30
				+/- Difference	$2,478.30
				Grand Total Budgeted	$2,478.30
				Grand Total Spent	$0.00
				+/- Difference	$2,478.30

IDEA Public Schools

McAllen Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 16, 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**

School Pledge

Team and Family

Inspire Each Other

Grow and Learn

Ensure Equity

Regulate Your Emotions

Respect Otheres

Own Your Actions

Act with Integrity

Reach Out for Help

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

Demographics

Demographics Summary

IDEA Academy McAllen is a K-5 charter elementary school servicing 868 students. Our main population is low socio-economic as 84% of our student population is disadvantaged. 94% of our student population that we service is Hispanic/Latino. 4% of our population is Special education and the population is 89% is ESL or EB. To enroll to our campus, parents must complete an application and students are then selected via Lottery.
Students who withdraw, usually leave due to parents finding better employment opportunities out of state. Different support systems are put in to place to make sure persistence is sustained. Some of these systems are parent communication, one on one meetings with students with the counselor and social worker.
The average class size for kinder is 20:1
1^{st}-5^{th} grade ratio is 30:1
Attendance average is 93%-95%
Strategies in place to increase and keep attendance are incentives, parent phone calls from homeroom teachers, administrators, and office staff, attendance matrix (letter sent out to parents/guardians).
Males vs females: 446 VS 423
Our information for school race, ethnicity and demographics has been consistent for the past 3-5 years.

Demographics Strengths

IDEA Academy McAllen's teacher ethnicity (over 95% Hispanic) mirrors that of the students 94% Hispanic. The majority of the teachers 90% or more, grew up in the Rio Grande Valley area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance at IDEA Academy McAllen was below target at 94.73% **Root Cause:** Inconsistent teacher and and administrator follow-up with parents. Lack accountability for repeat offenders.

Problem Statement 2 (Prioritized): Student persistence at IDEA Academy McAllen has been declining, as of 5.30.23 **Root Cause:** Students/parents looking to experience extra curricular activities not offered here, at other school districts.

Student Learning

Student Learning Summary

At IDEA Academy McAllen students have made significant gains in DI. Overall there was gains in DI all across Pk-2nd grades. Wit and Wisdom curriculum standards do not align to the TEKS which requires teachers to create/adjust questions that are aligned to STAAR. Teachers created Extended Constructed Responses and Short Constructive Responses prompts that were aligned to the core text of what students were learning in Reading. Moving forward for next year teachers will work on creating prompts that are aligned to what students are learning about in their Reading class.

Comparative data:

The gains come from having teachers work on a strong backwards plan from the beginning of the school year. Teachers unpacked Mastery Tests and created anchor charts to help students with visuals. 5th ELA was in the top quartile for academic achievement results, 3rd and 4th showed gains on preliminary STAAR data results compared to Semester Exam.

Student Learning Strengths

DI overall data , AR/Hotspot/PE Honor Roll Distinction, 1st grade math top 5 overall compared to other schools. The gains come from having teachers work on a strong backwards plan from the beginning of the school year. Teachers unpacked mastery tests and created anchor charts to help students with visuals. 5th ELA was in the top quartile for academic achievement results, 3rd and 4th showed gains on preliminary STAAR data results compared to Semester Exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): K-2nd- Overall lesson progress was low. Kinder:1.5-1.8 a week. 1st :4.8-5.6 a week. 2nd: 2.3-6.7 a week. **Root Cause:** Lack of fidelity to backwards plan.

Problem Statement 2 (Prioritized): Limited visuals for students during the Wit and Wisdom lessons **Root Cause:** Teachers felt that there was not enough time to incorporate visuals during the lesson.

Problem Statement 3 (Prioritized): 3-5th grade students struggled with elaborating and providing evidence when writing a short constructed response and extended constructed responses. **Root Cause:** Students spent a lot of time understanding prompts along with restating and answering questions instead of adding more at bats to elaborate and provide evidence.

School Processes & Programs

School Processes & Programs Summary

A committee has been created in place to ensure that staff members that best qualified teachers are qualified to be teachers, Staff members are selected based upon individual strengths such as certifications, experience in content knowledge, relationship building skills, exemplifies core values, open to feedback and giving, holding a strong record of results, a team player, flexibility and being open minded. In the year of 2022-2023, all teachers hold a bachelor's degree are placed in the classroom that best meets the needs to the students and teachers ability. Instructional process are aligned to the GET rubric and feedback implemented in teach boost. Protocols and practices are put in place to ensure all observations and feedback are quickly turned around. Campus staff meet weekly to align all responsibilities and expectations amongst campus and grade levels. We also use these weekly meetings to highlight glows for the week, weekly events, and norm communication and place them in our teacher weekly. and our teachers are expected to meet with content course leaders quarter to align districts instructional practices. We also have a testing coordinator on campus that provides support, trainings, refreshers and guidance for testing performance.

Instruction and classroom activities are formulated through alignment of the TEKS. Each classroom is responsive to individualized feedback to support teacher growth and student learning. Through Move tthis World, we support our students socially and emotionally. Various campus activities are promoted to support students extra curricular interests. Assistant Principals and DI coaches provide professional instructional coaching. Interventionist fill in instructional gaps that have been carried over from year to year. They also support student learning to improve no matter the level the students may be on. Our interventionists support ELLS through E to E program and Decoding programs (DI), and our educators support through decoding program create college houses based on the students reading levels to target daily lessons with the end goal of graduating to the next program. Educators across all grade levels and subjects are responsible for creating daily formative assessments to address the days learning to ensure if reteaching needs to occur.

School Processes & Programs Strengths

Instructional leaders/DI Coaches are experienced in backwards planning, supporting their team, and having students reach their end of year goal.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff feel a lack of training on supporting our SPED students and appropriate instructional strategies to meet their needs. **Root Cause:** There was a transition from SPED teacher in the middle of the year. We also started too late in meeting with teachers in addressing student needs. Further detailed action didn't occur will we had less than 50% (42.5%) students passing exams.

Problem Statement 2 (Prioritized): Staff feels that there is a gap between students being recommended for RTI and the evaluation process moving forward. **Root Cause:** Teachers are not invested in the process or the importance of paperwork. Point person isn't consistent on follow up, holding the teachers accountable, and passing the sense of urgency

Perceptions

Perceptions Summary

At IDEA McAllen Academy, our biggest area for opportunity this year was around staff retention. Our campus lost seven staff members throughout the year. This can be attributed to both managerial and staff gaps with the implementation of feedback around expectations and coaching. Additionally, staff resigned due to other opportunities at surrounding districts that included more compensation with less roles and responsibilities.

Furthermore, parent volunteers across the campus decreased significantly. We believe this was due in part to rising costs in living and inflation, and we did not have a systematic way of eliciting parent volunteers on an ongoing basis. In reflection, this process could've been more intentional and systematic.

Perceptions Strengths

In reflecting on the student and parent survey spring results, overall, we are above or at district averages in all areas. Our highest performing area was around safety, which is an area we want to be high as we want our students and community to feel safe while at school. School belonging is also an area we scored 4.0 (.2 above IDEA Public Schools). These are areas we will continue to be more intentional on as we know while they are high (compared to other schools), there is still room for improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 38/45 staff members are returning this year (84%) This has been the lowest staff retention numbers our campus has had since its opening in 2012. **Root Cause:** Staff did not acclimate well to the coaching cycle and found it difficult to keep up with the implementation of ongoing feedback and accountability. Additionally, teachers sought opportunties at other districts that offered more compensation with less duties/roles and responsbilities.

Problem Statement 2 (Prioritized): Parent volunteer numbers did not reach pre-covid numbers despite campus efforts to increase participation. **Root Cause:** A significant amount of parents who were volunteers previously joined the workforce due to inflation and increasing living costs. Additionally, the process to engage parent volunteers was unclear and was not overcommunicated on an ongoing basis.

Priority Problem Statements

Problem Statement 1: Only 38/45 staff members are returning this year (84%) This has been the lowest staff retention numbers our campus has had since its opening in 2012.

Root Cause 1: Staff did not acclimate well to the coaching cycle and found it difficult to keep up with the implementation of ongoing feedback and accountability. Additionally, teachers sought opportunties at other districts that offered more compensation with less duties/roles and responsbilities.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Parent volunteer numbers did not reach pre-covid numbers despite campus efforts to increase participation.

Root Cause 2: A significant amount of parents who were volunteers previously joined the workforce due to inflation and increasing living costs. Additionally, the process to engage parent volunteers was unclear and was not overcommunicated on an ongoing basis.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Staff feel a lack of training on supporting our SPED students and appropriate instructional strategies to meet their needs.

Root Cause 3: There was a transition from SPED teacher in the middle of the year. We also started too late in meeting with teachers in addressing student needs. Further detailed action didn't occur will we had less than 50% (42.5%) students passing exams.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Average daily attendance at IDEA Academy McAllen was below target at 94.73%

Root Cause 4: Inconsistent teacher and and administrator follow-up with parents. Lack accountability for repeat offenders.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student persistence at IDEA Academy McAllen has been declining, as of 5.30.23

Root Cause 5: Students/parents looking to experience extra curricular activities not offered here, at other school districts.

Problem Statement 5 Areas: Demographics

Problem Statement 6: K-2nd- Overall lesson progress was low. Kinder:1.5-1.8 a week. 1st :4.8-5.6 a week. 2nd: 2.3-6.7 a week.

Root Cause 6: Lack of fidelity to backwards plan.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 3-5th grade students struggled with elaborating and providing evidence when writing a short constructed response and extended constructed responses.

Root Cause 7: Students spent a lot of time understanding prompts along with restating and answering questions instead of adding more at bats to elaborate and provide evidence.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Limited visuals for students during the Wit and Wisdom lessons

Root Cause 8: Teachers felt that there was not enough time to incorporate visuals during the lesson.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Staff feels that there is a gap between students being recommended for RTI and the evaluation process moving forward.

Root Cause 9: Teachers are not invested in the process or the importance of paperwork. Point person isn't consistent on follow up, holding the teachers accountable, and passing the sense of urgency

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

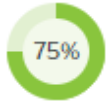
- Other additional data

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: IDEA McAllen Campus meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assist with recruitment and persistence efforts to ensure all seats are filled as per district guidelines				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 47% and achieve 49% school wide in Spring 2024 (HB3)

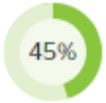
High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure first time teach is strong, fidelity to rehearsals and strong leader lesson plan feedback on a weekly basis	45%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

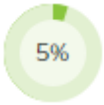
Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 36% and achieve 38% schoolwide.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will support teachers through intentional unpacking of each module to identify the most important skills for success on end of year and end of module assessments. They will target these skills through daily practice in the lesson.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA McAllen students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: There will be a schoolwide emphasis on incorporating the four domains into each lesson: reading, writing, listening and speaking. This will help ensure our EL students are receiving daily feedback and authentic practice in each lesson in preparation for the TELPAS exam.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA McAllen will achieve 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identification of HB students at start of year and consistent tracking and support for these students through small group remediation efforts until minutes are met. Monitor progress throughout the year to ensure acceleration benchmarks are being met.	10%	40%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA McAllen will have 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will ensure each core teacher and SPED teacher is meeting child needs by analyzing pre-assessment data throughout the year and providing ongoing instruction at their level. Ongoing tracking and data analysis will be conducted on a daily and weekly basis and after every major assessment.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	35%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a welcoming and safe environment where students feel a great sense of belonging and WANT to be in school. Students and parents feel safe coming every day and this is evidenced in our BOY survey results.				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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)) **Targeted Support Strategy - Additional Targeted Support Strategy**	80%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))				

  No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA McAllen will meet 97% ADA requirements by the end of the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students absent will be contacted on a daily basis to ensure parent accountability and fidelity with district escalation matrix	15%	N/A		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	N/A	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA McAllen is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria				

  No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

McAllen College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 16, 2023

Mission Statement

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

Mission Statement

IDEA McAllen College Preparatory aims to change to the future of the students it serves by ensuring they enter college and obtain their degree. We will provide them a world class education that includes a focus on 3 components that we know makes a student successful post high school graduation. Not only are the students held to mastering these components, our teachers, leaders and parents will also be held accountable to supporting these 3 initiatives:

-High Rigor Coursework and Advancement

-Culture of Achievement for All

-World Citizen Perspective

In order to support our students through the challenge of our preparation program, we always keep in mind 2 guiding principles. These 2 ideas remind us to enjoy the process of learning and cherish the gift that it is to work with students.

- Culture of Joy for All
- "We do what is best for students"

Vision

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

Vision

100% of students graduate 100% college ready and complete college in 4-5 years.

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 6, 2023

Demographics

Demographics Summary

IDEA McAllen is a Middle School and High School college preparatory. We service over 700 students from grades 6th through 12th grade. We serve a diverse population of students. Our student population is composed of over 761 students, 95.21% are Hispanic. The community we serve is 78.40% Economically Disadvantaged households. The male to female ratio is mostly equal in both Middle School and College Prep. Seven percent of our students receive special educations services and accommodations. 100% of our students graduate IDEA McAllen with a high school diploma, commit to the college or university of their choice, and matriculate first day of school.

Demographics Strengths

Special Education department is #1 in the district and are on track to pass their STAAR exams and EOCs.

Are able to support immigrant and homeless population with resources

Highly enrolled campus in all grade levels.

Mostly hispanic population and able to support with real world connection

Despite demographics, all students graduate with a HS diploma and matriculate to the college/ university of their choice.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is not enough support to meet the language barrier of the student population that we service. **Root Cause:** 1. Increase in Spanish only speaking students due to families leaving IDEA McAllen for more opportunities and options in traditional public schools. 2. Student to teacher ratio makes it very challenging to meet the needs of ALL student learning styles

Problem Statement 2 (Prioritized): 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support. **Root Cause:** 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.

Student Learning

Student Learning Summary

At IDEA McAllen College Prep, students have demonstrated remarkable progress across all STAAR and EOC courses and exams. While we await official scores for TELPAS, AP, and IB, our projections indicate overall growth. It is noteworthy that more students are achieving the status of AP Scholar, earning AP Credit, and attaining IB Diplomas. We are currently on track to meet the 100% college matriculation for the 5th year in a row.

Student Learning Strengths

English STAAR and EOC results are strong across the campus, students consistently matriculate to college.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of support. We need to have a balance of good consistent culture and joy in the classroom. Not having a consistent place for ISS. **Root Cause:** Too many small tasks that don't need to be the priority, teachers are not able to provide quality work.

Problem Statement 2 (Prioritized): Feeling of unpreparedness **Root Cause:** Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.

Problem Statement 3 (Prioritized): Insufficient support for struggling students such as EL, RTI, **Root Cause:** Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.

Problem Statement 4: Testing, too much or too little. Students don't take it serious. Student learning through student accountability. **Root Cause:** Finding common ground within team and testing students on tested subjects.

Problem Statement 5: Students need better non-calculator skills **Root Cause:** Emphasis is on getting to the answer.

School Processes & Programs

School Processes & Programs Summary

Persistence 96.82

NS Persistence 93.42

ADA 95.51

Staff Retention 96.55

Teachers are very vocal about the needs when it comes to new programs. Administration does their best to support with precuring materials. New programs implemented tend to be sprung on teacher last minute. Deadlines - stuff that is mentioned is supposed to be fixed but then is not. Given resources that may not be useful to teacher but have not choice in choosing it.

Training is last minute, Edcite is a perfect example. On the spot learning leads to loss of work life balance. Teachers mention that we need to review our 10th grade master schedule because of the testing load placed on 10th graders (2 EOCs and 6 AP Exams).

A consistent thread of growth would be our systems and procedures accountability. From uniforms to consequences, we have a large are of growth to close this coming school year.

School Processes & Programs Strengths

- Communication - using Teams is streamlined, morning review of updates
- Record of results each year - high morale because we have been successful
- Adapt to change - Teachers are strong and problem solvers
- Teacher are fast learners - Go the extra mile

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Poor attendance that affects performance **Root Cause:** No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture

Problem Statement 2: Students know they can get away with anything **Root Cause:** Students feel like you need me; parents have power over teacher; lack of effective consequences; ISS is ineffective; Lack of consistency with use of DeansList; lack of incentives; no follow up for positive or negative points

Problem Statement 3 (Prioritized): All systems and procedures are not being enforced **Root Cause:** Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything

Problem Statement 4: Technology is not allowed but students are still using them daily **Root Cause:** Teachers don't want to be responsible for phones because admin doesn't support/admin hands it back to them next period/lack of united front/Lack of consistency from day 1

Problem Statement 5: Modified Schedules: Too many changes **Root Cause:** Instability; too many schedule changes; no conference time; burn out from change and no conference period; more planning time needed

Problem Statement 6: Lack of school wide incentives to motivate **Root Cause:** Incentives planned out ahead of time, calendar of incentives not created, Deanslist is not being used fully

Problem Statement 7: Lack of training for new programs **Root Cause:** Leaders aren't trained and have not played with the system

Problem Statement 8: Feedback to leaders is not creating change **Root Cause:** No tracking of upward feedback,

Perceptions

Perceptions Summary

Students and parents have a really strong affinity to teachers. Student and parent surveys reveal show that teacher relationships are strong but that administration is not holding people accountable. Feels like a regular high school Perception is that things are being done last minute: Report card nights/events/ etc. Logistics for meet the teacher night; parents being held outside; lack of organization and logistics. Need to separate the two nights to give more space and organization for the entire school. Year calendar for the meet the teacher nights.

Parents and students have perceived negative aspects in multiple levels throughout our campus such as requests being made to business office, culture, facilities, events, and instruction.

Perceptions Strengths

- Teacher student relationships
- Adaptability
- Teachers still push to hold students accountable
- Improvisation
- Welcoming environment
- Parents have a good relationship with teacher
- Communication improved using Deanslist

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Last minute planning leads to poor perception **Root Cause:** Planning that is done is subject to changes (accountablility)

Problem Statement 2 (Prioritized): Lack of accountability from administration side **Root Cause:** Admins. not closing the cycle

Problem Statement 3: Logistics for events **Root Cause:** Lack of adequate communication as a team to plan accordingly.

Problem Statement 4: Lack of consistency for uniforms and perceptions of the campus **Root Cause:** Lack of a consistency and campus as a whole to uphold expectations (Sweating the small stuff)

Problem Statement 5: Clear lines of responsibility for roles **Root Cause:** Lack of clarity on roles and expectations as well as respecting each others roles

Problem Statement 6: Separate out meetings between English and Spanish **Root Cause:** Length of time is too long; redundant information; separate out each grade level and make it more specific; plan out concurrent activity

Problem Statement 7: Lack of support for Spanish speaking students for all grade levels **Root Cause:** lack of support for Spanish speaking students; different story than they were sold at registration; student feels they have no support for learning the language; recruitment of students that need more support; lack of collaboration; uses other students to support the child; lack of time dedicated to supporting ELs

Problem Statement 8: Lack of time for planning **Root Cause:** teacher absences; only one conference; more responsibilities; lack of resources to make it happen

Priority Problem Statements

Problem Statement 1: Poor attendance that affects performance

Root Cause 1: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: All systems and procedures are not being enforced

Root Cause 2: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Insufficient support for struggling students such as EL, RTI,

Root Cause 3: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Feeling of unpreparedness

Root Cause 4: Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Last minute planning leads to poor perception

Root Cause 5: Planning that is done is subject to changes (accountablility)

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of accountability from administration side

Root Cause 6: Admins. not closing the cycle

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is not enough support to meet the language barrier of the student population that we service.

Root Cause 7: 1. Increase in Spanish only speaking students due to families leaving IDEA McAllen for more opportunities and options in traditional public schools. 2. Student to teacher ratio makes it very challenging to meet the needs of ALL student learning styles

Problem Statement 7 Areas: Demographics

Problem Statement 8: 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support.

Root Cause 8: 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

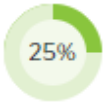
Support Systems and Other Data

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

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All RTC classes will embed ACT prep curriculum into lesson plans **Strategy's Expected Result/Impact:** Provide a strong foundation of ACT practice to increase ACT scores **Staff Responsible for Monitoring:** DCC and 10 grade API **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** College Counselor - Title I, Part A (4120) - $69,092.41, RTTC 2 Teacher - Title I, Part A (4120) - $59,300				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High School EL Teachers used for daily intervention, focused on TSI curriculum in English **Strategy's Expected Result/Impact:** Increase TSIA meets rate **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1, 2 - Student Learning 3	25%	50%	75%	

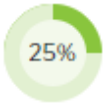
No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

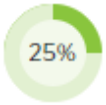
Demographics
Problem Statement 1: There is not enough support to meet the language barrier of the student population that we service. **Root Cause**: 1. Increase in Spanish only speaking students due to families leaving IDEA McAllen for more opportunities and options in traditional public schools. 2. Student to teacher ratio makes it very challenging to meet the needs of ALL student learning styles
Problem Statement 2: 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support. **Root Cause**: 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.
Student Learning
Problem Statement 3: Insufficient support for struggling students such as EL, RTI, **Root Cause**: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High School EL Teachers used for daily intervention will focus on building English skills including reading, writing and speaking **Strategy's Expected Result/Impact:** Increase TELPAS proficiency skills **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Intervention team in middle school will consistently provide CSI instruction for closing gaps, including English skills such as reading and writing. **Strategy's Expected Result/Impact:** Increase Reading STAAR scores, Increase TELPAS proficiency **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 3 **Funding Sources:** Interventionist - Title I, Part A (4120) - $62,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increased planning and rehearsal time with specific focus on supporting special populations such as SPED, EL, 504 **Strategy's Expected Result/Impact:** Increase of STAAR, AP, IB Scores **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 2, 3				

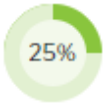
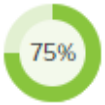
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is not enough support to meet the language barrier of the student population that we service. **Root Cause**: 1. Increase in Spanish only speaking students due to families leaving IDEA McAllen for more opportunities and options in traditional public schools. 2. Student to teacher ratio makes it very challenging to meet the needs of ALL student learning styles
Problem Statement 2: 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support. **Root Cause**: 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.
Student Learning
Problem Statement 2: Feeling of unpreparedness **Root Cause**: Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.
Problem Statement 3: Insufficient support for struggling students such as EL, RTI, **Root Cause**: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Middle School teachers will utilize the academic block for house bill tutorials daily **Strategy's Expected Result/Impact:** Increase in STAAR scores **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Feeling of unpreparedness **Root Cause**: Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.
Problem Statement 3: Insufficient support for struggling students such as EL, RTI, **Root Cause**: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Second Conference and more planning time for high school teachers to utilize, with specific focus on special populations such as SPED, EL and 504 **Strategy's Expected Result/Impact:** Increase of STAAR scores **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1	25%	25%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support. **Root Cause**: 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.
Student Learning
Problem Statement 3: Insufficient support for struggling students such as EL, RTI, **Root Cause**: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Second Conference and more planning time for high school teachers to utilize to close the gaps and address Domain 1/2/3 concerns **Strategy's Expected Result/Impact:** Increase of STAAR scores **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1	20%	25%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Middle School teachers will utilize the academic block for house bill tutorials daily **Strategy's Expected Result/Impact:** Increase in STAAR scores **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 - Perceptions 1, 2	25%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)	25%	25%	75%	

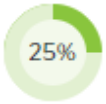
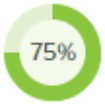
No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 504 and RTI student needs are not being met due to more focus on ELL students and lack of teacher support. **Root Cause**: 1. Teachers are not trained in how they can best support the needs of these students. 2. Focus is on ELL students and ensuring they are understanding what is going on in the classroom. 3. There is not a specific teacher to assist with 504/ RTI students.
Student Learning
Problem Statement 2: Feeling of unpreparedness **Root Cause**: Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.
Problem Statement 3: Insufficient support for struggling students such as EL, RTI, **Root Cause**: Changes in schedules for coverages due to teacher absences have caused inconsistencies in intervention support. Furthermore, no plan in place for new students to US.
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent operating systems in place to plan, communicate and practice drills (administration) **Strategy's Expected Result/Impact:** Consistent proficient rating on campus safety scorecard **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Poor attendance that affects performance **Root Cause**: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly parent engagement events where key administration staff are present and available for direct face to face conversation with our parents. Listen to feedback and implement **Strategy's Expected Result/Impact:** Increase ADA and Persistence **Staff Responsible for Monitoring:** Principal and APO **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Poor attendance that affects performance **Root Cause**: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything

Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly administration held time slot for hosting grade level meetings every Friday. **Strategy's Expected Result/Impact:** Decrease student behavior incidents and increase persistence **Staff Responsible for Monitoring:** Principal and School Counselor **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2	N/A	20%	35%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Poor attendance that affects performance **Root Cause**: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Included ADA as a Deanslist point value. Implement the Tiger Incentive Store where students are rewarded for attendance, strong academics and good behavior. **Strategy's Expected Result/Impact:** Decrease negative behavior, increase ADA and persistence **Staff Responsible for Monitoring:** Principal and Admin Assistant **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2	100%	50%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement new ADA matrix at campus level to inform students and parents of the risks of chronic absenteeism and hold them accountable to the consequences **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** APO **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 **Problem Statements:** School Processes & Programs 1	25%	50%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Poor attendance that affects performance **Root Cause**: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture

School Processes & Programs
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure PowerSchool reflects that students should not be pulled out from PE for intervention **Strategy's Expected Result/Impact:** Increase in ADA and persistence **Staff Responsible for Monitoring:** Athletic Director **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 2	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Poor attendance that affects performance **Root Cause**: No consequences; Parent accountability; More tracking on attendance; No administration push for students to be here; Mention of OTT; pandemic culture
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything
Perceptions
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize weekly staff meeting to train teachers on each process in the cycle, use second conferences to complete deliverables and staff newsletter to track deadlines **Strategy's Expected Result/Impact:** Increase in Staff Survey experience "I recommend my manager" rating **Staff Responsible for Monitoring:** APIs and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 3 - Perceptions 1, 2	20%	50%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	15%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Feeling of unpreparedness **Root Cause**: Teachers do not have enough planning time and tend to have more absences due to conference periods being utilized for sub coverage. Also, some teachers do not use conference periods purposefully and leaders do not hold them accountable.

School Processes & Programs
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything

Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Strong staffing 100% of year **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1, 2	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold a consistent system for giving teachers protected planning time by utilizing the second conference and the academic block for time intensive tasks (tutorials and duty) **Strategy's Expected Result/Impact:** Strong staffing 100% of year **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2	25%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement new behavior management system including protocols for level 1,2 and 3 infractions and administrator follow up. Implement leader expectations and protocols for supporting school culture including uniform enforcement, behavior management and coaching responsibilities **Strategy's Expected Result/Impact:** Increase in teacher happiness on survey **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3 - Perceptions 2	25%	50%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: All systems and procedures are not being enforced **Root Cause**: Lack of roles and responsibilities/teacher vs admin/when one gets away with it the others continue it/admin let students get away with everything
Perceptions
Problem Statement 1: Last minute planning leads to poor perception **Root Cause**: Planning that is done is subject to changes (accountablility)
Problem Statement 2: Lack of accountability from administration side **Root Cause**: Admins. not closing the cycle

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	College Counselor		$69,092.41
1	1	1	RTTC 2 Teacher		$59,300.00
2	1	2	Interventionist		$62,500.00
				Sub-Total	$190,892.41
				Budgeted Fund Source Amount	$2,997.71
				+/- Difference	-$187,894.70
				Grand Total Budgeted	$2,997.71
				Grand Total Spent	$190,892.41
				+/- Difference	-$187,894.70

IDEA Public Schools

Mesa Hills Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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

Needs Assessment Overview

Needs Assessment Overview Summary

Survey sent out on REMIND for 23-24 improvement

https://forms.office.com/r/kXsGPUGEcj

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-Fifth grade students performing at or above grade level in reading will increase 54% and math will increase 31% as measured by the Meets Grade Level Standard on STAAR in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: 1. District exams, Mock exams, and STAAR
2. ET after every lesson, intervention session, and tutoring
3. Lesson rehearsals and purposeful LP feedback

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure 1st teach is at mastery by the end of October. **Strategy's Expected Result/Impact:** By October 31st **Staff Responsible for Monitoring:** Principal and API's managing their grade level **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	30%	85%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: IA: 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))

High Priority

Evaluation Data Sources: Coffee with Principal, Monthly Surveys to families, Remind

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal will continue connecting with our stakeholders/parents to ensure they are up to date with all that is going on at Mesa hills. **Strategy's Expected Result/Impact:** use of Social Media, Remind, Monthly TownHall's (Coffee w/the Principal sessions, Activities in the afternoon for parents learning. **Staff Responsible for Monitoring:** Principal, API's, Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA: 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))

High Priority

Evaluation Data Sources: Move this world on a daily basis 7:45-8:00
Monthly classes by the counselor regarding the topic.
Constant communication with parents to address issue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Move this World will be shown in HR classes on a daily basis 7:45-8 Counselor will have monthly check in with classes struggling with this topic. **Strategy's Expected Result/Impact:** 100% of our scholars will attend school every day, feeling safe and joyous. **Staff Responsible for Monitoring:** Counselor, Principal and API's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	85%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselor will have monthly check ins with grade levels struggling with this topic. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	35%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase staff retention

Performance Objective 1: IA : 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.

High Priority

Evaluation Data Sources: Ensure all teachers understand how to complete their goals (during a mini PD), have consistent check in's with direct reports to go over PTG, this will set them with success

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of IDEA Mesa Hills Staff will complete their staff development cycle ie: 2x2, APR's **Strategy's Expected Result/Impact:** 6/24 **Staff Responsible for Monitoring:** Principal, API's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	90%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase staff retention

Performance Objective 2: IA IDEA is 100% 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

High Priority

Evaluation Data Sources: In order to meet 85% goal for staff retention, I need to do the following:
1. Listening sessions (monthly)
2. Celebrate wins and acknowledgement on social media, newsletters and remind.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Culture of Joy Campus by celebrating teachers growth and success. **Strategy's Expected Result/Impact:** Team & Family **Staff Responsible for Monitoring:** Principal , Counselor, and API's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	95%	90%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% enroll contracted seats by Oct. snapshot

High Priority

Evaluation Data Sources: Power BI Tracker, ADA huddles, GTL's and API's continue communication on daily basis, Principal communicates on REMIND and social media, and hosts monthly touchpoints w/parents IE Coffee w/Principals

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruitment **Strategy's Expected Result/Impact:** By having 100% contracted seats, Mesa Hills will not have to recruit as many scholars and are able to retain more scholars and teachers. **Staff Responsible for Monitoring:** APO- Jerry Valdez and Enrollment Counselor Nimsi **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: 97.5% ADA

Performance Objective 1: 97.5% of Academy Scholars will attend school everyday

High Priority

Evaluation Data Sources: ADA Huddles, first initial call HR Teachers. Tiger team continues calls and inputs results on ADA tracker daily, API's will follow up with scholars who haven't been contacted, lastly counselor will follow up with excessive absences and schedule a 1:1 appointment with parents and Principal.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA Huddles, Daily Communication **Strategy's Expected Result/Impact:** Scholars will attend everyday feeling safe and joyous. **Staff Responsible for Monitoring:** APO-Principal-API's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	85%	85%		

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Mesquite Hills Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 31, 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.

IDEA Mesquite Hills Campus Vision:

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emergent Bilingual Learners- 22.39%
SPED- 8.74%
Section 504- 2.99%
At risk- 38.5%
Race summary
African American: 8.10%
American Indian: .43%
Asian: 1.07%
Hispanic: 82.73%
Pacific Islander: .43%
White: 7.16%

Demographics Strengths

We have CSI and Dise as intervention, 504, speech, and SPED services under special education services.
CSI concentrates on the fundamental of reading, and DISE its a program that helps non-english speakers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. **Root Cause:** Teacher have not been trained in EL Strategies or SIOP.

Problem Statement 2 (Prioritized): Emergent Bilingual Learners are not advancing in their new language acquisition. **Root Cause:** EL Strategies were implemented mid year, and not consistent in all grades and contents.

Student Learning

Student Learning Summary

Science- Kinder 95/85/55- 1st 92/78/38- 2nd 71/43/16- 3rd 58/34/7
Content is getting more difficult and there is more writing in the upper grade levels.
2nd and 3rd have gaps from the pandemic
3rd grade is taking assessments online

Social Studies- Overall campus 88/77/57 SPED 84/68/42 ELL 87/76/55
Curriculum is more interesting.
For K-2nd they were used to the assessment formats
For 3rd grade they did this content first and curriculum and testing was more difficult/advanced.

DI Reading PK- 89% K-30% 1st-46% 2nd-74%

Students are able to test up and jump lessons to get closer to goal
High behavior in all classes
Short staffed in Kinder for half the year
Students are already familiar with content from previous grades

Math Overall campus 84/69/42 SA 65 SPED 71/52/23 SA 48 EL 83/66/40 SA 63
Tutoring and interventions based on student needs
Use of manipulatives and accommodations.
Effects of pandemic can still be seen in upper grade levels.
Loss of lesson progress due to frequent redirecting in lower grade levels.

ELA Overall campus 58/42/21 SA 40 SPED 43/26/8 SA 26 EL 57/37/20 SA 35
Implementing screen to scratch mid-year
In lower grades scholar can spell phonetically
Comprehension is low across the campus
Mid-year changes to staffing in all grades

CSI 10/15 have shown 0.5 or more growth on RENSTAR.
SPED Speech only 22/22 completed IEP goals Pk-3rd
SPED+RISE is 28/29- 97% mastered IEP goals Pk-3rd

Student Learning Strengths

Scholars are able to use strategies that teachers have taught.

Scholars attended intersession and weekly tutoring.
Writing skills have increased due to wit and wisdom.
Scholars were able to use manipulatives.
Skills have grown based on previous content knowledge.
Accommodations were implemented for special pops.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause:** Post pandemic affects of learning gaps.

Problem Statement 2: Staff shortages and mid-year changes in staff lead to teacher lesson delivery. **Root Cause:** Substitutes were not trained by the campus to deliver lesson succesfully.

Problem Statement 3 (Prioritized): Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause:** Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis.
Root Cause 1: Teacher have not been trained in EL Strategies or SIOP.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition.
Root Cause 2: EL Strategies were implemented mid year, and not consistent in all grades and contents.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Scholars are lacking in Reading and Comprehension g in all grade levels.
Root Cause 3: Post pandemic affects of learning gaps.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Tutoring was not made available to students with intervention needs in reading and math in all grades.
Root Cause 4: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Current disciplinary process, actions, consequences and communications is unclear in and out of campus.
Root Cause 5: Families and staff are not well versed in our behavior managemen system.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Extracurriculual activities and clubs are not part of the IDEA Mesquite Hills Academy's culture
Root Cause 6: There is not afterschool programming offered by the school.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Revamp Family Engagment events to include a deeper focus of our curriculum and academics.
Root Cause 7: Some families leave because academics is too hard.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Improve communication with parents about the effects of chronic absenteeism.
Root Cause 8: Parents are not prioritizing daily attendance and the coorelation with closing academic gaps.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from current meets 62% in Reading to 62% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TEK diagnosis on learning gaps in reading **Strategy's Expected Result/Impact:** Growth in TELPAS **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	50%	70%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause**: Post pandemic affects of learning gaps.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from current meets 41% in Math to 43% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TEK diagnosis to discover math gaps. **Strategy's Expected Result/Impact:** Growth in STAAR math scores **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	50%	60%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Offer tutoring and intervention sooner **Strategy's Expected Result/Impact:** Growth in Reading and math data **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	50%	85%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause**: Post pandemic affects of learning gaps.

Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause**: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: EL strategy and SIOP training for teachers **Strategy's Expected Result/Impact:** TELPAS growth **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	35%	70%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement EL strategies in Listening, Reading, Speaking and Writing in all classes and contents everyday. **Strategy's Expected Result/Impact:** TELPASS growth **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	40%	70%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. **Root Cause**: Teacher have not been trained in EL Strategies or SIOP.

Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition. **Root Cause**: EL Strategies were implemented mid year, and not consistent in all grades and contents.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offer after school tutoring early in the year **Strategy's Expected Result/Impact:** STAAR performance growth **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	50%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause**: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Intervention plan for special education students **Strategy's Expected Result/Impact:** growth in sped population **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	50%	50%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause**: Post pandemic affects of learning gaps.
Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause**: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** growth in data **Staff Responsible for Monitoring:** Principals and APIs **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3	60%	60%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. **Root Cause**: Teacher have not been trained in EL Strategies or SIOP.
Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition. **Root Cause**: EL Strategies were implemented mid year, and not consistent in all grades and contents.

Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause**: Post pandemic affects of learning gaps.
Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause**: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Family engagement events **Strategy's Expected Result/Impact:** Proficient or higher on score card **Staff Responsible for Monitoring:** SC **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Revamp Family Engagment events to include a deeper focus of our curriculum and academics. **Root Cause**: Some families leave because academics is too hard.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** ADA growth **Staff Responsible for Monitoring:** APO **Title I:** 2.5, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	55%	55%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Improve communication with parents about the effects of chronic absenteeism. **Root Cause**: Parents are not prioritizing daily attendance and the coorelation with closing academic gaps.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MTW and Guidance Lessons throughout the year **Strategy's Expected Result/Impact:** 100% **Staff Responsible for Monitoring:** SC **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Current disciplinary process, actions, consequences and communications is unclear in and out of campus. **Root Cause**: Families and staff are not well versed in our behavior managemen system.

Goal 3: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking of IHT data **Strategy's Expected Result/Impact:** goal met **Staff Responsible for Monitoring:** API and PE Coaches **Title I:** 2.5 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	60%	60%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent communication of importance of ADA **Strategy's Expected Result/Impact:** ADA growth **Staff Responsible for Monitoring:** Principal and APO **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	35%	45%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Improve communication with parents about the effects of chronic absenteeism. **Root Cause**: Parents are not prioritizing daily attendance and the coorelation with closing academic gaps.

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle **Strategy's Expected Result/Impact:** 100% completion **Staff Responsible for Monitoring:** All managers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	50%	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current disciplinary process, actions, consequences and communications is unclear in and out of campus. **Root Cause**: Families and staff are not well versed in our behavior managemen system.

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Retention and onboarding growth **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	50%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IA & CP: IDEA MQHAC is 100% fully enrolled for the 2024-25 school year.

High Priority

Evaluation Data Sources: Power BI Stream and Enrollment Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruitment events, walks, tours and siblings **Strategy's Expected Result/Impact:** 100% Enrolled by First 10 days of school **Staff Responsible for Monitoring:** APO **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Mission Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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: June 15, 2023

Demographics

Demographics Summary

IDEA Academy Mission (IA Mission) is a Kindergarten to 5th Grade, Title I elementary school serving 826 students located in the Rio Grande Valley of Texas. IA Mission is located in the small, primarily Hispanic, low-income community of Mission, Texas, situated about three miles from the United States-Mexico border. More than 95% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

IA Mission was founded in 2008 on the belief that, when the adults in the system get it right, each and every child, regardless of circumstance, should receive a high-quality education that prepares them for success in college and citizenship. To that end, IA Mission campus leaders hold each of its 50+ staff members accountable for meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated elementary program moves students from teacher-led instruction to a student-driven program while enhancing the individualization of instruction with technology-assisted learning, character education, and extra- and co-curricular activities. The ultimate goal is to design and implement a model that gets students on-grade level in order to lead them to college preparedness.

Demographics Strengths

Although all students receive a free lunch and most are low-income, IDEA has admitted 100 percent of its students into college and all have matriculated. In fact, this past school year, IDEA Mission was one of three schools to get more than 50% of its student population to matriculate to a Tier 1/Tier 2 University. 15% matriculated into a Tier 1 University. Our focus on college continues to shine bright year after year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance (especially chronic absenteeism) was an area of concern. **Root Cause:** Parents did not fully understand the impact of their children's absences and admin did not have a tracking system to meet with families early on.

Problem Statement 2: Persistence was an area of concern--especially PK and our 5th graders going to 6th grade. **Root Cause:** We were unable to get our parents invested in keeping their students in PK and in 5th grade. This was rooted in both logistics and students wanting G/T classes and more extracurricular activities (such as band and tackle football). For PK, while many surrounding districts offer full day, PK, we offered half day.

Priority Problem Statements

Problem Statement 1: Attendance (especially chronic absenteeism) was an area of concern.

Root Cause 1: Parents did not fully understand the impact of their children's absences and admin did not have a tracking system to meet with families early on.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Mastery scores on assessments (that were aligned to the STAAR test) were projected to be low all year long.

Root Cause 2: Teachers were mostly focused on prioritizing the lower-performing students at the expense of the higher-performing students. Teachers were not asked to differentiate instruction for the higher-performing kids until the latter part of the year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A significant number of students struggled with grade-level writing.

Root Cause 3: Teachers did not provide sufficient individualized feedback to students on their writing. Administrators were not norming with teachers to ensure they were following rubrics to grade student writing.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a school, we struggled with social-emotional intelligence and learning, as students struggled to express their emotions or deal with conflict in a healthy way.

Root Cause 4: Teachers were overwhelmed with various homeroom goals, so they neglected to follow the "Move this World" social-emotional intelligence curriculum. Additionally, the administration did not prioritize inspecting this block at the school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Very few parents participated in the quarterly report card meetings

Root Cause 5: Parents who showed up to the quarterly awards assemblies were provided a report card and this inadvertently disincentivized parents to show up to the report card meeting.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) 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

Support Systems and Other Data

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

Summative Evaluation: Some progress made toward meeting Objective

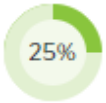
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Prep beginning in high school -9th grade, during RTTC class. **Strategy's Expected Result/Impact:** At benchmark, 9th graders should average an 18, 10th graders a 19, 11th graders a 20, and 12th graders a 21. **Staff Responsible for Monitoring:** API's, College Counselors, DCC, and RTTC teachers **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

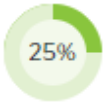
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Intensive tracking begins in high school of TSIA status followed by a cycle of remediation on areas of need. **Strategy's Expected Result/Impact:** 25% are TSIA exempt at the end of freshman year, 50% at the end of sophomore year, 75% at the end of junior year, and 100% by the end of senior year. **Staff Responsible for Monitoring:** API's, College Counselors, DCC, and RTTC teachers **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 57% to 59% in Spring 2024 (HB3)

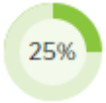
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly lesson plan feedback, dress rehearsals, data conversations/data calls, and tracking systems **Strategy's Expected Result/Impact:** Student data will show an increase from each exam. Students will grow at least 5% from 22-23 STAAR to 23-24 STAAR RLA. **Staff Responsible for Monitoring:** Principal, APIs, classroom teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Mastery scores on assessments (that were aligned to the STAAR test) were projected to be low all year long. **Root Cause**: Teachers were mostly focused on prioritizing the lower-performing students at the expense of the higher-performing students. Teachers were not asked to differentiate instruction for the higher-performing kids until the latter part of the year.
Problem Statement 2: A significant number of students struggled with grade-level writing. **Root Cause**: Teachers did not provide sufficient individualized feedback to students on their writing. Administrators were not norming with teachers to ensure they were following rubrics to grade student writing.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 57% to 59% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly lesson plan feedback, dress rehearsals, data conversations/data calls, and tracking systems **Strategy's Expected Result/Impact:** Student data will show an increase from each exam. Students will grow at least 5% from 22-23 STAAR to 23-24 STAAR RLA. **Staff Responsible for Monitoring:** Principal, APIs, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Mastery scores on assessments (that were aligned to the STAAR test) were projected to be low all year long. **Root Cause**: Teachers were mostly focused on prioritizing the lower-performing students at the expense of the higher-performing students. Teachers were not asked to differentiate instruction for the higher-performing kids until the latter part of the year.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academic Vocabulary focus in all content areas so that writing can be applied to TELPAS test taking **Strategy's Expected Result/Impact:** Students will gain academic language applicable to reading, writing, listening, and speaking portions of the TELPAS exam. **Staff Responsible for Monitoring:** APIs, classroom teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

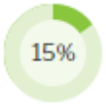
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: A significant number of students struggled with grade-level writing. **Root Cause**: Teachers did not provide sufficient individualized feedback to students on their writing. Administrators were not norming with teachers to ensure they were following rubrics to grade student writing.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Early tracking and parent conferences about attendance **Strategy's Expected Result/Impact:** 100% of students will complete required HB4545 minutes. **Staff Responsible for Monitoring:** API, Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Administrators and Special Education teachers will complete SPED rounds to ensure IEPs are being implemented with fidelity in general education classrooms. **Strategy's Expected Result/Impact:** Students will receive full supports to ensure growth and attain approaches on STAAR. **Staff Responsible for Monitoring:** Principal, APIs, general education teachers, special education teachers **TEA Priorities:** Build a foundation of reading and math	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Special education and general education teachers will participate in monthly meetings to discuss student progress and IEP efficacy. **Strategy's Expected Result/Impact:** Student plans will be individualized and collaboration will occur ensuring students have a learning community designed to develop appropriate plans to ensure maximum growth. **Staff Responsible for Monitoring:** APIs, special education teachers, general education teachers	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

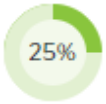
Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Administrators and teachers will utilize data to make informed decisions for instruction. **Staff Responsible for Monitoring:** APIs, teachers	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly campus crisis team meetings and debriefs before and after drills **Strategy's Expected Result/Impact:** Campus will recieve a proficient or higher on the campus safety scorecard. **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Families will better engage with the school community with advanced notice and strong promotion. **Staff Responsible for Monitoring:** Principal, APO, SSA, Counselor	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create the backwards plan/schedule and monitor fidelity to the plan **Strategy's Expected Result/Impact:** 100% of the Anti-Bullying and Safer, Smarter School curriculum will be completed by the district deadline. **Staff Responsible for Monitoring:** Principal, School counselor	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set short-term goals and a tracking sheet that is monitored with fidelity + targeted lesson plan on how to meet these goals **Strategy's Expected Result/Impact:** 100% of students in 2nd-5th grade will meet the MVPA goal. **Staff Responsible for Monitoring:** API, coaches	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily attendance huddles with admin and strict fidelity to attendance matrix **Strategy's Expected Result/Impact:** IDEA Mission will meet the ADA goal of 97% for the 23-24 school year. **Staff Responsible for Monitoring:** Principal, APO, APIs **Problem Statements:** Demographics 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

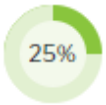
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance (especially chronic absenteeism) was an area of concern. **Root Cause**: Parents did not fully understand the impact of their children's absences and admin did not have a tracking system to meet with families early on.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on each part and admin will have fidelity to deadlines **Strategy's Expected Result/Impact:** 100% of teachers will submit the staff development cycle (goal setting, 2x2, and APRs) within the district deadline. **Staff Responsible for Monitoring:** Principal, APIs	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers will feel supported and staff retention will increase. **Staff Responsible for Monitoring:** Principal, APIs				

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review resume and follow interview guide with additional probing questions being asked, as needed **Strategy's Expected Result/Impact:** IDEA Mission will be staffed for the 23-24 school year. **Staff Responsible for Monitoring:** Principal, Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** IDEA Mission will be staffed for the 23-24 school year and staff retention will increase. **Staff Responsible for Monitoring:** Principal, Lead Team	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: All IDEA students matriculate to college

Goal 7: IDEA achieves an A Rating

Goal 8: Increase student persistence

Goal 9: Increase student daily attendance

Goal 10: Increase staff retention

IDEA Public Schools

Mission College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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

Demographics

Demographics Summary

IDEA Mission College Preparatory (Mission CP) is a 6th -12th Grade, Title I school serving 735 students located in the Rio Grande Valley of Texas. Mission CP is located in the small, primarily Hispanic, low-income community of Mission, Texas, situated about three miles from the United States-Mexico border. More than 98% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

Mission CP was founded in 2008 on the belief that, when the adults in the system get it right, each and every child, regardless of circumstance, should receive a high-quality education that prepares them for success in college and citizenship. To that end, Mission CP campus leaders hold each of its 55+ staff members accountable for meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated high school program moves students from teacher-led instruction to a student-driven program while enhancing the individualization of instruction with technology-assisted learning, character education, and extra- and co-curricular activities. The ultimate goal is to design and implement a model that gets students on-grade level in order to lead them to college preparedness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The average daily attendance was at an all-time low this school year. This caused gaps in student learning because of all of the instruction missed. **Root Cause:** Teachers de-prioritize calling parents to inform them of the learning ramifications or to hold students accountable. Administrators, too, are not holding teachers accountable nor are doing consistent home visits for our more extreme cases. In summary, the attendance matrix is not being followed with fidelity.

Problem Statement 2: Throughout the school year, our special education results were lower than those of the general education population. **Root Cause:** Too many staff members believe that it is too late to catch students up and administrators have not addressed it to the extent needed. Additionally, our special education teachers are not planning with the general education teachers to the degree needed to maximize student plans and learning for our special education students.

Priority Problem Statements

Goals

Goal 1: All IDEA students matriculate to college

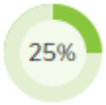
Performance Objective 1: College Prep Senior Class Average ACT score of 21 or better by high school graduation (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Prep beginning in high school -9th grade, during RTTC class. **Strategy's Expected Result/Impact:** At benchmark, 9th graders should average a 18, 10th graders 19, 11th graders a 20, and 12th graders a 21. **Staff Responsible for Monitoring:** API's, College Counselors, DCC, and RTTC teachers **TEA Priorities:** Connect high school to career and college	10%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Intensive tracking begins in high school of TSIA status followed by a cycle of remediation on areas of need. **Strategy's Expected Result/Impact:** 25% are TSIA exempt at the end of freshman year, 50% at the end of sophomore year, 75% at the end of junior year, and 100% by the end of senior year. **Staff Responsible for Monitoring:** API's, College Counselors, DCC, and RTTC teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academic Vocabulary focus in all content areas so that writing can be applied to TELPAS test taking **Strategy's Expected Result/Impact:** Students will gain academic language applicable to reading, writing, listening, and speaking portions of the TELPAS exam. **Staff Responsible for Monitoring:** APIs, classroom teachers				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Early tracking and parent conferences about attendance **Strategy's Expected Result/Impact:** 100% of students will complete required HB4545 minutes. **Staff Responsible for Monitoring:** API, Teachers	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Administrators and Special Education teachers will complete SPED rounds to ensure IEPs are being implemented with fidelity in general education classrooms. **Strategy's Expected Result/Impact:** Students will receive full supports to ensure growth and attain approaches on STAAR. **Staff Responsible for Monitoring:** Principal, APIs, general education teachers, special education teachers	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Special education and general education teachers will participate in monthly meetings to discuss student progress and IEP efficacy. **Strategy's Expected Result/Impact:** Student plans will be individualized and collaboration will occur ensuring students have a learning community designed to develop appropriate plans to ensure maximum growth. **Staff Responsible for Monitoring:** APIs, special education teachers, general education teachers	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

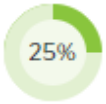
Performance Objective 4: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Administrators and teachers will utilize data to make informed decisions for instruction. **Staff Responsible for Monitoring:** APIs, Teachers	15%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

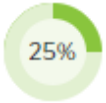
Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly campus crisis team meetings and debriefs before and after drills **Strategy's Expected Result/Impact:** IDEA Mission will meet all deadlines and requirements necessary to receive a score of proficient or higher on the 23-24 safety scorecard. **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Families will better engage with the school community with advanced notice and strong promotion. **Staff Responsible for Monitoring:** Principal, APO, SSA, Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

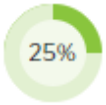
Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create the backwards plan/schedule and monitor fidelity to the plan **Strategy's Expected Result/Impact:** 100% of the Anti-Bullying and Safer, Smarter School curriculum will be completed by the district deadline. **Staff Responsible for Monitoring:** Principal, School counselor	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily attendance huddles with admin and strict fidelity to attendance matrix **Strategy's Expected Result/Impact:** IDEA Mission will meet the ADA goal of 97% for the 23-24 school year. **Staff Responsible for Monitoring:** Principal, APO, APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

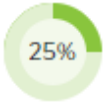
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set short-term goals and a tracking sheet that is monitored with fidelity + targeted lesson plan on how to meet these goals **Strategy's Expected Result/Impact:** 100% of students in 6th-12th grade will meet the MVPA goal. **Staff Responsible for Monitoring:** APIs, Coaches	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on each part and admin will have fidelity to deadlines **Strategy's Expected Result/Impact:** 100% of teachers will submit the staff development cycle (goal setting, 2x2, and APRs) within the district deadline. **Staff Responsible for Monitoring:** Principal, APIs	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers will feel supported and staff retention will increase. **Staff Responsible for Monitoring:** Principal, APIs				

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review resume and follow interview guide with additional probing questions being asked, as needed **Strategy's Expected Result/Impact:** IDEA Mission will be staffed for the 23-24 school year. **Staff Responsible for Monitoring:** Principal, Lead Team	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** IDEA Mission will be staffed for the 23-24 school year and staff retention will increase. **Staff Responsible for Monitoring:** Principal, Lead Team	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

IDEA Public Schools

Monterrey Park Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 2023

Mission Statement

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

IDEA Monterrey Park Academy will create an environment that is safe, nurturing, and accountable to ensure 100% of our students are equipped with the foundational knowledge and skills needed to be successful in College Prep, Tier I and Tier II Universities, and beyond.

Vision

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

IDEA Monterrey Park Academy will support all students in reaching their potential by ensuring 100% of scholars are prepared to matriculate and become 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**

At IDEA Monterrey Park Academy, we stirve to be Mighty B.E.A.R.S.:

1.Bravery – We persevere and exemplify courageous character.
2.Eagerness – We forge ahead with enthusiasm to reach ambitious goals.
3.Aspiration – We demonstrate a strong desire and motivation to achieve both academic and personal goals.
4.Resilience – We recover quickly from difficulties by adapting to stressful situations.

5.Selfless – We give and think of others before ourselves without looking for personal gain.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Monterrey Park Academy was established in 2014 and is located in west San Antonio at 222 SW 39th Street, 78237. The enrollment for the 2022-2023 school year is 713. Special populations such as English language learners make up 14% of the population and 7% of scholars receive special education services. The student body demographics reveals a lack of diversity with 89% of the student population being Hispanic and 11% made up of other races such as White, Black, Asian, and Pacific Islander. The percent of female and male students are diverse with both populations nearly even in percentage. Our school qualifies for free and reduced lunch based on the 97.9% economically disadvantaged population enrolled.

Demographics Strengths

Positive student connections from leaders and staff throughout the year

ADA communication plan to ensure parents are aware of absences and to provide support

Families are kept up-to-date with events and updated through our Family Newsletter

High family participation and engagement in school events

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause:** 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Problem Statement 2 (Prioritized): IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent. **Root Cause:** 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.

Student Learning

Student Learning Summary

The STAAR data for the 22-23 school year is currently pending. Early release of preliminary scores show High cut points and Low cut points for student performance.

IDEA Monterrey Park Academy			
Grade	# of Students Tested	High Cut (Current Approaches)	Low Cut (Potential for Lowest Possible Approaches)
3rd Reading	106	45%	84%
4th Reading	111	51%	89%
5th Reading	124	68%	94%
3rd Math	106	31%	92%
4th Math	110	42%	84%
5th Math	123	38%	90%
5th Science	122	46%	88%

In the 21-22 school year, IDEA Monterrey Park Academy earned an 87 out of a 100 rating making the school 'B' rated. The 'B' rating is displaying recognized performance within the state of Texas as campuses with this designation serve many students well, encouraging high academic achievement and/or appropriate academic growth for most students. The campus grew 6 points from the last rating given in the 2018-19 school year of an 81. Performance by Domain: Domain 1- 75 (student achievement) Domain 2- 91 (school progress) Domain 3- 78 (Closing the Gaps) Distinction Designation: Academic Achievement in English Language Arts Reading Academic Achievement in Science

Student Learning Strengths

STAAR reading improvement higher than pre-COIDS (2018-19)

4th and 5th grade STAAR cohorts grew from the COVID years

5th ELL cohort showed growth in every content

3rd Reading SPED scholars closed their gap by 19% points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause:** 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Problem Statement 2 (Prioritized): All student populations struggled in meeting or mastering Mathematics **Root Cause:** 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

School Processes & Programs

School Processes & Programs Summary

IDEA Monterrey Park Academy develops instructional leaders by having clear roles and responsibilities and opportunities to choose where they want to make an impact an impact. Our campus has a teacher leader program that allows teachers who want to grow in and out of the classroom. This program allows teachers to take on a coaching role while they stay in their teaching role, which allows them to experience the administrative role before completely transitioning over. We have team leaders that lead their grade levels, content leaders in Math, Science, Social Studies, and Reading, course leaders, mentors, hybrid leaders, and teacher advisory council members. We have a weekly professional development meeting focusing on lesson rehearsal, script practices, and new content training. Professional development is created based on campus priorities set from the previous years and from trends found during instructional rounds. Teachers are invited to attend as a whole for priorities and as needed for trends found. Our teachers are also biweekly engaged in district content webinars that assist them in becoming instructional leaders of their classrooms. To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed for coaching and lesson planning support.

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 reatins 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): IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work. **Root Cause:** 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Problem Statement 2 (Prioritized): Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal. **Root Cause:** 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Perceptions

Perceptions Summary

At IDEA Monterrey Park Academy, we value the social and emotional, health, and wellbeing of staff, students, and families. We uphold a culture and climate built on diversity, equity, and inclusion. Our school has goals centered around well being and retention.

We uphold our vision of excellence through our campus pillars:

1. Academic Quality: We prepare high quality, rigorous lessons through content unpacking, backwards planning, and rehearsing lessons before delivering to all student populations.
2. Accountable Culture: We have a collective responsibility as a campus system to act with integrity and drive accountability within self and all stakeholders in order to develop and sustain a culture of joy for students, staff, and families.
3. Everybody Learns: We provide equity to diverse and unique populations through lesson accommodations, intervention, and strong first teach.
4. Community Wellbeing: We promote a space where each person feels safe emotionally, physically, socially, and mentally to allow them to successfully grow.

Perceptions Strengths

90% retention of level 3 and 4 teachers

3 internal promotions of co teacher to lead teacher

4 of 5 or 80% successful transfer teacher retentions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause:** 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Problem Statement 2 (Prioritized): 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause:** 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Priority Problem Statements

Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year.

Root Cause 1: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent.

Root Cause 2: 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.

Problem Statement 2 Areas: Demographics

Problem Statement 3: All student populations struggled in meeting or mastering Mathematics

Root Cause 3: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 11% of Critical Intervention Students passed their respective STAAR exam

Root Cause 4: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 60% of House Bill 4545 students in math did not increase to passing during the school year

Root Cause 5: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan.

Root Cause 6: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal.

Root Cause 7: 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support

for balancing expectations of role and responsibilities with personal life.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work.

Root Cause 8: 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

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
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: Ensure 3-5 students receive necessary interventions to close gaps in elementary in order to meet future TSI goal.

High Priority

Evaluation Data Sources: 60% or more CSI students approach or meet growth goals in STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct data review bi-weekly to assess progress of intervention students **Strategy's Expected Result/Impact:** 60% of CSI intervention students pass Math and Reading STAAR **Staff Responsible for Monitoring:** API/Principal/Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1, 2 **Funding Sources:** STAAR Aligned Resources - Title I, Part A (4120) - PAR - $1,963.08	20%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Student Learning

Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Perceptions

Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause**: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 90% of scholars in Kinder - 2nd will be on grade level in Reading by the end of the 23/24 SY.

High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Begin tutoring groups in September to target groups that are 10-15 lesson off track. **Strategy's Expected Result/Impact:** 90% of K-2 students are on track in DI Reading **Staff Responsible for Monitoring:** Teachers/ Co-Teachers/ API/ Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Perceptions 1	55%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent. **Root Cause**: 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.

Perceptions
Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024 (HB3)

High Priority

HB3 Goal

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students receive high quality intervention and feedback to close gaps in learning during class and after school tutoring. **Strategy's Expected Result/Impact:** 60% Meet in Math and Reading for 3rd Grade STAAR **Staff Responsible for Monitoring:** Teachers/ APIs/ Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 27% in Spring 2024. (HB3)

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students track progress towards goals weekly. **Strategy's Expected Result/Impact:** Students meet expected campus goals and 60% Meet in 3rd Math **Staff Responsible for Monitoring:** Teachers/ APIs/ Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1	45%	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Perceptions

Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure ELL students who are Beginner or Intermediate are receiving high quality intervention to close gaps in learning. **Strategy's Expected Result/Impact:** 50% meet TELPAS goal **Staff Responsible for Monitoring:** Teachers/ APIs/ Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1, 2	10%	N/A		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Perceptions
Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause**: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of HB4545 receive tutorials and support to meet minutes by April 2024 **Strategy's Expected Result/Impact:** 100% of students meet their minutes **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	15%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause**: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of SPED students receive additional support during the school day to approach on STAAR **Strategy's Expected Result/Impact:** 100% of scholars receive additional instruction in Math and Reading **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	60%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** 100% of students are individually tracked and receive necessary support as a result of tracking their data. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1, 2	10%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.
Perceptions
Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause**: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 3: Increase student persistence

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

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly audits yield safety findings that are proficient or 90% of metrics met. **Strategy's Expected Result/Impact:** Final audit will place our campus at proficient or higher. **Staff Responsible for Monitoring:** APO, FM **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	10%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 2: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Families receive communication (Remind and Facebook) of an event a minimum of 2 weeks before the event date. **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	60%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 3: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School counselor will track and monitor the application and delivery of the Anti-Bullying and Safer, Smarter School curriculum on campus. **Strategy's Expected Result/Impact:** 100% of students receive access the Anti-Bullying and Safer, Smarter School curriculum lessons and materials. **Staff Responsible for Monitoring:** Principal, SC **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

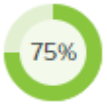
Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 4: 100% of schools will be in compliance with the Title I Family Engagement Requirements (e.g., Meet the Teacher)

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide take-home materials and translate events into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** Families receive communication (Remind and Facebook) of an event a minimum of 2 weeks before the event date. **Staff Responsible for Monitoring:** Principal, API, APO, SC **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Family Engagement and Materials for Training - Title I, Part A (4120) - PAR - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

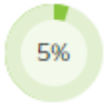
Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Partnership with coach to ensure students track and reach their daily MVPA goals. **Strategy's Expected Result/Impact:** 90% of students in 2nd-5th become Fitness Ambassadors **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Monterrey Park Academy will achieve a 97.0% annual attendance rate for the 23-24 school year

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will track and monitor high chronic absenteeism in K-5th and follow updated ADA Matrix to hold families accountable. **Strategy's Expected Result/Impact:** Reduction of chronically absent students by 40% **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	10%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause**: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 5: Increase staff retention

Performance Objective 1: 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff receive feedback at each point of the SDC cycle **Staff Responsible for Monitoring:** Performance managers on campus **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work. **Root Cause**: 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Goal 5: Increase staff retention

Performance Objective 2: IDEA Monterrey Park Academy is 90% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** We will increase staff retention through out the year and keep **Staff Responsible for Monitoring:** Principal, APO, API, School Counselor **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 2	15%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal. **Root Cause**: 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

State Compensatory

Budget for Monterrey Park Academy

Total SCE Funds: $2,963.08
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Parent information sessions, family engagement events, family learning nights.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	STAAR Aligned Resources	PAR	$1,963.08
3	4	1	Family Engagement and Materials for Training	PAR	$1,000.00
				Sub-Total	$2,963.08
				Budgeted Fund Source Amount	$2,963.08
				+/- Difference	$0.00
				Grand Total Budgeted	$2,963.08
				Grand Total Spent	$2,963.08
				+/- Difference	$0.00

IDEA Public Schools

Montopolis Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 31, 2023

Mission Statement

IDEA Montopolis Academy will be the #1 choice elementary school in the city of Austin.

Vision

Montopolis Academy K-5 will be a model for elementary education reform in the city of Austin. We WILL be the Austin Icon for choice schools. As we grow, other IDEA Austin schools will come learn from our traditions and not have to travel to the valley. We will be the first choice school to send 100% of scholars to college.

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: August 3, 2023

Demographics

Demographics Summary

Demographics Data for our K-5 Academy are as follows:

- 656 Total Meetings
- 325 Males, 331 Females
- Not Economically Disadvantaged: 46 students
- Eligible for free meals: 417
- Reduced priced meals: 28
- Other Economic Disadvantage: 163
- Students with 504 Plan: 20
- Emergent Bilingual: 415/656
- Intellectual Disability: 9
- Learning Disability: 20
- Speech Impairment: 16
- Autism: 5
- Homeless: 3
- Immigrants: 29
- Year to Date Attendance: 93.52%, Goal: 97.5% ADA.
- Persistence: 91.36%, Goal: 90%.
- Teacher Retention: 96% of teacher finished the year, 72% of teachers plan to return for the 23-24 school year.
- Kinder classrooms: 27 students-to 2 lead teachers, 1st-5th lead teachers, 30 students to 1 lead teacher.
- Y22-23, 3 teachers were distinguished as "level 5".
- 0 Paraprofessionals.

Demographics Strengths

Teachers are aware of students who have specific plans and accommodations. Grade levels work together to help new teachers understand what will best help students succeed. At the beginning of the school year, teachers meet to discuss students who are in special pops and each of their accommodations. The school

provides free meals, Christmas gifts to help children with economical disadvantages. We also provide free Spanish to English learning materials to this English as a second language learners. We provide academic RTI that can benefit children with learning disabilities and do a decent role of providing students with intervention supports in specific contents ranging from small groups to CSI. We celebrate diverse cultures and perspectives on a monthly basis. Whenever we find out about a student who is homeless we do our best to help the family out with extra meals, gift cards, supplies etc. to help them get back on their feet. We met our persistence and teacher retention goal this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 7% of our scholars in Critical Student Intervention grew 2 or more years this school year. Our district goal is 50% of our scholars in Critical Student Intervention grow 2 or more years. We were significantly behind our benchmark this year. **Root Cause:** Renstar is not aligned to our decoding program. Students were not given comprehension instruction, solely decoding while with CSI teachers. The renstar assessment is a vocabulary and comprehension assessment.

Student Learning

Student Learning Summary

Student Learning Data for Montopolis Academy are listed below:

- 3rd ELA: Semester Exam: 10, Mock: 27
- 4th ELA: Semester Exam: 33, Mock: 46
- 5th ELA: Semester Exam: 31, Mock: 40
- 3rd Math: Semester Exam 33, Mock: 30
- 4th Math: Semester Exam: 40, Mock: 39
- 5th Math: Semester Exam: 47, Mock: 46
- 5th Science Mock: 40
- Direct Instruction Reading on level K: 44%
- Direct Instruction Reading on level 1st: 39%
- Direct Instruction Reading on level 2nd: 68%
- Critical Student Intervention Renstar End of Year Scores: 7% of students grew 2 or more years.
- 3% grew a level on TELPAS in 1st.
- 6.5% grew a level on TELPAS in 2nd.
- 15.7% grew a level on TELPAS in 3rd.
- 13.6% grew a level on TELPAS in 4th.
- 9.5% grew a level on TELPAS in 5th.

Student Learning Strengths

As a school we do a really good job of recognizing students and their differences. We not only recognize the differences but we celebrate their differences especially when it comes to ethnic backgrounds. We are also doing well with knowing our 504, SPED and EL students. We for the most part know their accommodations and how to incorporate them in lessons and through independent practice. Significant growth was made from Semester to Mock data in almost all subjects and grades. TELPAS results show most 5th graders in the A and AH level according to the composite scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The goal for direct instruction in Kinder-2nd grade is 90% on level. Right now were are behind in every grade level. K-44%, 1st-39%, and 2nd 68%. This has an major impact on state testing in all subjects for 3-5. **Root Cause:** Double dosing was pushed in early October and not implemented with fidelity across k-2. We only had 1 co

teacher for 1st grade and were unable to double dose priority groups. There is a gap in the fluency portion of the programs. Scholars were required to almost double their WPM in order to pass into the next program We began the year with 47% of 2nd graders 2+ years behind.

School Processes & Programs

School Processes & Programs Summary

Montopolis Academy School Processes and Programs Summary:

- Teachboost - platform for manager to leave low inference data/ratings for teachers.
- Teacher Career Pathway (levels 1,2,3,4,5), based on student achievement results and ratings teachers are placed on a level from novice to high performing.
- Yearly Coaching conversations with direct manager: Goal Setting, Two by two, Annual Performance Review.
- Content Teams Weekly Meetings during prep. All 1-5 content teams off at the same time for instructional professional development and exit ticket huddles (student work analysis meetings).
- Whole School Huddles: Every Friday at 7:15am, school shout outs and awards given.
- Teacher retention plan created at BOY.

School Processes & Programs Strengths

Teachers believe that the platform teachboost is a user friendly platform and an efficient way to rate staff when used consistently. The coaches that DO use teachboost regularly and stick to the coaching cycle of (goal setting, 2x2, and APRs), have higher teacher retention numbers. Teachers enjoy our weekly incentives of time back, food or icebreakers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 50% of staff and 0% of APIs are being rated on teachboost. **Root Cause:** Core calendar is not being followed with fidelity, therefore ratings and observations are inconsistent.

Perceptions

Perceptions Summary

School Perceptions Data:

- Persistence Data: K - 89%, 1- 87%, 2- 94%, 3-94%, 4- 92%, 5- 90%. Overall persistence 91.36%.
- Student Survey Data: Emotional Regulation - 3.5/5, Self Management - 3.9/5, Social Awareness 3.9/5.
- Communication Data: 92% of parents connected to class dojo.
- Teacher retention: 72%
- There's no parent teacher association. Parent weekly sent out every Friday.

Perceptions Strengths

- Met our persistence goal for the year with a 91.36%.
- Met our teacher retention goal for the 22-23 year with 95% of staff finishing the year. 72% are planning to return for the 23-24 SY.
- Parent feedback: Social emotional learning class was impactful and parents saw benefits at home and parent weekly is super helpful and consistent.
- 92% of families connected to class dojo.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 50% of parents interviewed feel there is not enough communication between teachers and parents in regards to grades and school events. **Root Cause:** We do not have an official PTO. A myriad of parents have asked for this and we have yet to create it.

Priority Problem Statements

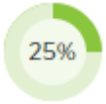
Goals

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)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of K-5 scholars will read at or above grade level. If 100% of our 5th grade scholars are advanced readers, they will matriculate to college more easily and achieve a 21 or better on their ACT. **Strategy's Expected Result/Impact:** 90% approaches on STAAR exam in 3-5. **Staff Responsible for Monitoring:** All K-5 Academy teachers and co-teachers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 85% teacher retention: Our veteran teacher produces the best results. Enduring 100% of teacher have check is with teachboost feedback around "what" key points, lesson planning and aggressive monitoring. **Strategy's Expected Result/Impact:** 90/60/30 on staar tests in 3-5 & 85% teacher retention. **Staff Responsible for Monitoring:** IA lead team.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teachers will submit lesson plans on time. **Strategy's Expected Result/Impact:** 90/60/30 on staar assessments in 3-5. **Staff Responsible for Monitoring:** IA lead team.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hit 90% persistence each year in K-5 grade levels. This will ensure our scholars are ready for 6-12 readiness and college benchmark exams. **Strategy's Expected Result/Impact:** Scholars that stay in our k-5 setting, are better prepared for the rigor of our college preparatory and beyond. When transfer students come in, we have to catch them up. If our scholars persist with us, they will always be on grade level. **Staff Responsible for Monitoring:** All K-5 Academy teachers and co-teachers.	25%	45%	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of persistence plan for IA is implemented with fidelity. **Strategy's Expected Result/Impact:** 90% student persistence. **Staff Responsible for Monitoring:** IA lead team.	25%	50%		

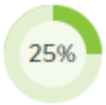
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 85% teacher retention: veteran teachers produce the best results. 100% percent of teachers will have weekly check ins with feedback in teachboost. **Strategy's Expected Result/Impact:** 90/60/30 on staar assessments in 3-5. **Staff Responsible for Monitoring:** IA lead team.	25%	50%		

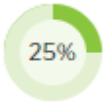
0% No Progress 100% Accomplished Continue/Modify Discontinue

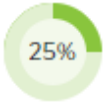
Goal 2: IDEA achieves an A Rating

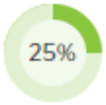
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 55% to 57% in Spring 2024 (HB3)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our current high cut scores for 3-5 ELA are as follows: 94%, 96%, and 98%. Official scores will be released August 11th. In order to maintain these scores, we will continue to retain our veteran ELA teachers and help them achieve a Level 5 on our Teacher Career Pathway. Prioritizing our K-2 grade level reading proficiency has had a positive impact on our state scores. **Strategy's Expected Result/Impact:** 100% of CP scholars will achieve a 21 or higher on their ACT. **Staff Responsible for Monitoring:** 100% k-5 academy teacher and co teachers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers will receive teachboost ratings on Aggressive monitoring and key points weekly. **Strategy's Expected Result/Impact:** 90% approaches on STAAR. **Staff Responsible for Monitoring:** Academy lead team.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Responsiveness to data: 90% approaches on STAAR. **Staff Responsible for Monitoring:** Academy lead team.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Train families at parent events on how they can use manipulatives/curriculum and purchased software like myon and IXL at home to practice math and reading. **Strategy's Expected Result/Impact:** Ensure families know our supplemental curriculum. **Staff Responsible for Monitoring:** Lead teachers and admin **Title I:** 2.4 **Funding Sources:** Event materials, supplemental online curriculums - Title I, Part A (4120) - $3,205.47				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 39% in Spring 2024. (HB3)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our current high cut scores for 3-5 Math are as follows: 96%, 90%, and 98%. Official scores will be released August 11th. In order to maintain these scores, we will continue to retain our veteran Math teachers and help them achieve a Level 5 on our Teacher Career Pathway. Prioritizing our K-2 grade 90/60/30 on each blind exam and aligning k-5 math has had a positive impact on our state scores. **Strategy's Expected Result/Impact:** 100% of CP scholars will achieve a 21 or higher on their ACT. **Staff Responsible for Monitoring:** All K-5 Academy teachers and co teachers.	25%	N/A		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers will have exit ticket huddles with manager or content lead. **Strategy's Expected Result/Impact:** 90% approaches. **Staff Responsible for Monitoring:** IA Lead team.	25%	55%	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teachers will have weekly check ins with manager and receive feedback on teachboost. **Strategy's Expected Result/Impact:** 90% approaches on staar. **Staff Responsible for Monitoring:** Academy lead team.	25%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: 20% of our scholars taking telpas will increase a proficiency level. A big reason why this did not happen in the spring of 23 is due to a poorly executed testing plan. This year we will ensure our leadership and staff members are prepared to administer this exam.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 20% of our scholars taking telpas will increase a proficiency level. A big reason why this did not happen in the spring of 23 is due to a poorly executed testing plan. This year we will ensure our leadership and staff members are prepared to administer this exam. **Strategy's Expected Result/Impact:** 90/60/30 on spring staar exam in 2024.	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Testing plan is created 2 months in advance. **Strategy's Expected Result/Impact:** Meet Telpas campus goal. **Staff Responsible for Monitoring:** Testing coordinator and Principal	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of materials ready for Telpas 2 weeks before exam. **Strategy's Expected Result/Impact:** We intend to hit our telpas goal next year. **Staff Responsible for Monitoring:** Principal, testing coordinator.	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: 100% of our scholars did hit their HB45 minutes. We will continue to document their minutes.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of our scholars did hit their HB45 minutes. We will continue to document their minutes. **Strategy's Expected Result/Impact:** 90% approaches for sped scholars in 3-5 Math and Reading. **Staff Responsible for Monitoring:** 3-5 Math and Reading lead teachers. Lead Sped teachers.	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Observe small groups weekly that receive minutes with teachboost ratings. **Strategy's Expected Result/Impact:** Minutes met, 90% approaches on staar. **Staff Responsible for Monitoring:** Interventionists, lead teachers, Lead team members.	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of checks with teachers happen weekly. **Strategy's Expected Result/Impact:** Responsiveness to data, 90% approaches on all staar tests. **Staff Responsible for Monitoring:** Academy lead team.	25%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We have not received any high or low projected cut scores for our sped scholars staar exam in spring 2023 but hope to achieve 50% of our sped population hit 90% approaches on their state exam. **Strategy's Expected Result/Impact:** 100% of SPED teachers are compliant with their caseload push in and pull out minutes. Ged Ed and Sped teachers run exit huddles together and collaborate daily. **Staff Responsible for Monitoring:** Lead Sped teachers, 100% gen ed academy teachers.	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of check ins with sped teachers happen weekly. **Strategy's Expected Result/Impact:** 85% teacher retention, 50% of sped scholars get 90% approaches. **Staff Responsible for Monitoring:** IA lead team.	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of sped teachers drop 90/60/30 exit ticket data daily for their groups. **Strategy's Expected Result/Impact:** 85% teacher retention, 50% of sped scholars get 90% approaches. **Staff Responsible for Monitoring:** IA Lead team.	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our strategies go as follows: Data tracking of 90/60/30 daily and dropping in our data drop chat. A focus on disciplinary literacy in ALL contents. Content meetings and script practice happen weekly. **Strategy's Expected Result/Impact:** 100% of 5th graders will move onto middle school on or above grade level.	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers drop 90/60/30 daily in our data drop with misconception. **Strategy's Expected Result/Impact:** 90% approaches on staar (60 achievement score) **Staff Responsible for Monitoring:** IA lead team.	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teacher have an exit ticket huddle after first teach with coach. **Strategy's Expected Result/Impact:** 60 achievement score on staar. **Staff Responsible for Monitoring:** IA lead team.	25%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: Campus crisis meetings occur biweekly with 100% of required staff in attendance. 100% of drills executed and soft feedback given to 100% of teachers out of compliance. 100% of Campus crisis member complete required trainings/submit certificates.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus crisis meetings occur biweekly with 100% of required staff in attendance. 100% of drills executed and soft feedback given to 100% of teachers out of compliance. 100% of Campus crisis member complete required trainings/ submit certificates. **Strategy's Expected Result/Impact:** 85% teacher retention, 90% persistence, proficient score card. **Staff Responsible for Monitoring:** Campus crisis team members.	25%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of staff member have proper safety materials in their classrooms, every day. **Strategy's Expected Result/Impact:** 85% staff retention, Proficient scorecard. **Staff Responsible for Monitoring:** Academy lead team and campus crisis team.	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of staff the FWOS will have lessons with scholars on school safety, so that 100% of scholars know what to do during drills. **Strategy's Expected Result/Impact:** 85% staff retention, Proficient scorecard. **Staff Responsible for Monitoring:** Academy lead team and campus crisis team.	20%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: 100% of admin will post and promote (MTTN, Towns halls and Report Card pick up), 3 weeks before through all modes of communication.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of admin will post and promote (MTTN, Towns halls and Report Card pick up), 3 weeks before through all modes of communication. We will partner with our College Prep Campus this year to increase family engagement. **Strategy's Expected Result/Impact:** 90% persistence. **Staff Responsible for Monitoring:** All k-12 staff.	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host 3 event with CP lead team/staff: Open gym even, BHM pep rally, Staar success pep rally. **Strategy's Expected Result/Impact:** 95% ada, 90% persistence. **Staff Responsible for Monitoring:** CP/IA lead team members.	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 95% ada, 90% persistence. **Staff Responsible for Monitoring:** IA lead team members.	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: Our staff have already submitted their scope and sequence for the year to include these plans.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our staff have already submitted their scope and sequence for the year to include these plans. Assistant principals will observe teachers delivering these lessons. **Strategy's Expected Result/Impact:** 90% persistence, 95% ADA. **Staff Responsible for Monitoring:** K-5 Lead Academy teachers.	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teacher will receive teachboost feedback on anti-bullying lessons the FWOS. **Strategy's Expected Result/Impact:** 90% persistence, 95% ada. **Staff Responsible for Monitoring:** Academy lead team + Academy lead staff.	25%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Annual Anti-bullying pep rally in January. **Strategy's Expected Result/Impact:** 90% student persistence, 95% ada. **Staff Responsible for Monitoring:** Academy lead team + Academy lead staff.	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: 85% teacher retention, retain both PE and PE co next year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of our 1-5 scholars will hit their required minutes in the zone and become "fitness ambassadors". PE lead and co teacher will be observed weekly with ratings in teachboost biweekly. **Strategy's Expected Result/Impact:** 90% persistence, 95% ADA.	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Pe and PE co will have weekly check ins with coach in response to the number of scholars in the zone. **Strategy's Expected Result/Impact:** 90% persistence, 95% ada, 85% teacher retention. **Staff Responsible for Monitoring:** Academy lead team and PE lead, PE co.	25%	25%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 70% of our scholars will attend Bunny Hop and Turkey Trot (fitness events) **Strategy's Expected Result/Impact:** 90% persistence. **Staff Responsible for Monitoring:** Academy lead team, PE lead, Pe co	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 95% ADA for IA. This year we will be consistent with our monthly family events/dances and continue to invest scholars in our positive incentives during the school day: pep rallies, lunch bunches, friday celebration, bulldog bucks, bodega to shop with their bulldog bucks, bulldog of the day, etc. **Strategy's Expected Result/Impact:** 90% persistence, 95% ADA.	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Send out weekly parent newsletter at the same time every day friday and include Grade team newsletters that are more specific to their child. **Strategy's Expected Result/Impact:** 90% persistence and 95% ada **Staff Responsible for Monitoring:** GTLs, School counselor.	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teacher will post 1-2 times per week on class dojo. **Strategy's Expected Result/Impact:** 90% persistence and 95% ada **Staff Responsible for Monitoring:** GTLs, School counselor, academy lead team.	25%	20%		

 No Progress Accomplished Continue/Modify Discontinue

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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: This does not apply to IA. **Strategy's Expected Result/Impact:** This does not apply to IA.	25%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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.

Evaluation Data Sources: 100% completed in cornerstone

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** 85% staff retention.	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Better/more fruitful meeting with teachers. **Staff Responsible for Monitoring:** Academy lead team: 2 APIs, 1 Principal	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of coaches will provide evidence from teachboost and provide this evidence in cornerstone as justification for rating. **Strategy's Expected Result/Impact:** 85% teacher retention **Staff Responsible for Monitoring:** Academy lead team.	25%	25%		

 No Progress Accomplished Continue/Modify Discontinue

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

Evaluation Data Sources: Current: 79% teacher retention.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We are 100% staffed at Montop IA as of 8/3.23. Will will continue to execute all parts of our teacher retention plan. **Strategy's Expected Result/Impact:** 85% teacher retention. **Staff Responsible for Monitoring:** 100% of lead team members.	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers will have a weekly check in with their manager. If manager is out it will be reschedule that same week. **Strategy's Expected Result/Impact:** We are being responsive to the social and emotional needs of our staff. If we don't know what are teachers are struggling with we cannot help them. **Staff Responsible for Monitoring:** 2 APIs and 1 Principal.	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teacher will receive one teachboost rating per week. **Strategy's Expected Result/Impact:** 100% of teachers will achieve a level 3/4/5 by fall of 24. **Staff Responsible for Monitoring:** 1 Principal and 2 APIs.	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Montopolis Academy

Total SCE Funds: $3,205.47
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We will use these funds for additional learning platforms like sumdog, khan academy, IXL and myon. This will help our critical student intervention program dramatically.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Event materials, supplemental online curriculums		$3,205.47
				Sub-Total	$3,205.47
				Budgeted Fund Source Amount	$3,205.47
				+/- Difference	$0.00
				Grand Total Budgeted	$3,205.47
				Grand Total Spent	$3,205.47
				+/- Difference	$0.00

IDEA Public Schools

Najim Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

IDEA Najim Academy prepares students from underserved communities for success in college and citizenship. We aim to empower our students to become leaders so that they may work to improve their communities.

Vision

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

IDEA Public Schools is on track to becoming the largest producer of low-income college graduates in the Texas. At IDEA Najim, we will build a culture where scholars and families are invested in their scholars academic success and social/emotional development, while also bringing the joy,

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Najim Academy focuses on recruitment, enrollment and retention of minority children in low socioeconomic households. Boasting 100% college for all with 100% of our scholars going to and through college; we pride ourselves in providing academic growth for all scholars and closing the achievement gap between minority demographics and "White" and "Asian" students across the nation. For the 2022-2023 school year, Najim Academy enrolled 94% economically disadvantaged students, 10% special education, 62% Hispanic, 34% African American students . We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Najim serves 13% of its scholars in an emergent early exit bilingual program and received an "A" rating from the Texas Education Agency for the 2021-2022 School year. Ratings for the 22-23 school year are pending at this time. IDEA Najim academy retained 79% of its staff for the 2022-2023 school year. The student to teacher ratio at Najim academy is 28 to 1.

Demographics Strengths

IDEA Najim Demographic Strengths

1. IDEA Najim Academy is achieving it's mission of college for all in serving a majority of economically disadvantaged students. 94% of IDEA Najim students are economically disadvantaged.

2. IDEA Najim Academy retained 86% of its teachers for the 22-23 school year. This allows continuity and consistency for our students and allows teachers to become experts in their content.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We had 76% of new family persistence and 84% overall student persistence. **Root Cause:** 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

Problem Statement 2 (Prioritized): Our Average daily attendance was at 93.24% for the school year. **Root Cause:** 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Problem Statement 3: We had 79% staff retention for the 2022-2023 school year. **Root Cause:** 1. Staff struggled to adapt to new school culture expectations that were put into place by new campus leaders.

Student Learning

Student Learning Summary

Najim Academy has improved from a C rated campus in 2019 to an A rated campus for the 21-22 school year. For the 21-22 school year, Najim Academy reached 73% of scholars reach approaches/43% reach meets/22% reach masters in all subjects. This led to a score of 74 in Domain 1. Najim Academy received a 94 in domain 2 for academic growth and a 79 in domain 3. Najim Academy received distinctions for Academic achievement in Reading/Language arts and top 25% Comparative growth. Preliminary results for 22-23 STAAR revealed that IDEA Najim Academy had 13% of 3rd-5th grade students score over a 70% on STAAR Math, 20% of 3rd-5th grade students scored over a 70% in STAAR reading, and 12% of 5th grade students scored over a 70% on STAAR Science. Final performance bands have not been released. Scholars in grades Pre K-2nd grade ended with 73% of the scholars reading on or above grade level according to our reading curriculum.

Student Learning Strengths

Student Learning Strengths

1. IDEA Najim Academy implemented operating mechanisms consistently in 2nd semester (lesson rehearsals, lesson plan feedback, coaching conversations to ensure alignment, 1st teach observations) that led to gains in student achievement.

2. IDEA Najim Intervention team prioritized HP scholars during intervention. 100% of HB4545 eligible scholars met their required 30 hours of intervention in both reading and math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. **Root Cause:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Problem Statement 2 (Prioritized): 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Problem Statement 3 (Prioritized): 73% of Kinder- 2nd Grade Scholars are reading at or above grade level. **Root Cause:** 1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

School Processes & Programs

School Processes & Programs Summary

At Najim Academy, scholars engage in a variety of classes. Starting in Kinder, students rotate classes and engage with teachers who specialize in their content. Our curriculum varies by grade level as well. In Kinder- 2nd grade, scholars engage with Reading Transformations as their primary reading curriculum, Wit and Wisdom for Writing, Eureka Math for mathematics, Amplify for Science, and Insights for Social Studies. The teachers that teach each subject specialize in that one content area and they deliver that content to all of the students in their grade level. Scholars in 3rd- 5th grade at Najim Academy engage in TEKS based lessons for math and reading that are aligned to the Texas state standards. Scholars also engage in Accelerated Reader, Dreambox (Math Computer based curriculum), and PE as part of their elective classes. Throughout the day, scholars that are identified as high priority scholars also receive intervention. At Najim Academy, leaders are developed through on the spot coaching, observation feedback meetings, and instructional rounds which allow the leaders and teachers to receive timely feedback to help improve daily practices. During instructional rounds, leaders are assigned different tasks during observations so that observations are targeted and intentional. After instructional rounds leaders come up with immediate next steps for classes and receive feedback from other leaders. At Najim academy professional developments are planned and delivered based on the campus needs/gaps. We use a daily exit ticket tracker and assessment tracker that allows us to track student achievement data on a daily basis. Once we analyze data, we plan our professional developments to help respond to gaps. Leaders then provide appropriate follow up coaching for teachers. Leaders conduct observations daily and diagnose high leverage action steps for teachers that support student achievement. During these observations, leaders take low-inference data from student answers, participation, or student work and provide action step based on the data. Along with rigorous instruction and coaching, we have recently increased the amount of time dedicated to social-emotional learning at the school. Students engage in daily SEL lessons through our "Move this World" curriculum, which helps students understand their emotions and to respond to situations in a healthy way.

School Processes & Programs Strengths

School Processes and Program Strengths

- IDEA Najim teachers have strong content knowledge as the majority of them have taught their curriculum for >3 years.
- IDEA Najim retained 86% of Teachers during the 2022-2023 school year.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school is preparing my child for college".
- 100% of eligible HB4545 scholars completed their required 30 hours of additional intervention in reading and math.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " This school holds my child to high academic standards".
- IDEA Najim increased its Average Daily Attendance from 92% in the 21-22 school year to 93.27% in the 22-23 school year.
- IDEA Najim increased its Student Persistence from 83% in the 21-22 school year to 84% in the 22-23 school year.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school communicates well with me".
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child feels safe at school".

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We had 60% leader retention and 76% staff retention. **Root Cause:** 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Staff struggled to adapt to new culture expectations set by new leaders.

Problem Statement 2 (Prioritized): Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. **Root**

Cause: 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

Perceptions

Perceptions Summary

After meeting their staff retention goal for the previous two years, IDEA Najim Academy failed to reach their staff retention ending at 78.9% for the 22-23 school year. Based on Survey data from teachers only 35% of staff felt that they were encouraged to find work/life balance. 45% of staff felt that they were compensated fairly for the work that they do and 40% feel that IDEA Najim is an emotionally healthy place to work. One of the bright spots was that 85% of teachers felt that they had at least one close friendship with another staff member. IDEA Najim had >80% of it's families attend EOY awards ceremonies(20% increase from previous year), >50% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year). Parent engagement was much better than the previous year as a result of better communication, clear expectations, and successfully building relationships with families throughout the year.

Perceptions Strengths

Perceptions Strengths

1. Family Communication- Communication with families increased and over 90% of teachers consistently met their communication goal of 10 calls per week. IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school communicates well with me" on Family Survey.

2. Family Engagement- Family Engagement at Najim Academy grew tremendously from the 21-22 school year to the 22-23 school year. IDEA Najim had >80% of it's families attend EOY awards ceremonies(20% increase from previous year), >50% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to EOY staff satisfaction survey, data showed that staff satisfaction is low. **Root Cause:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

Problem Statement 2 (Prioritized): Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work. **Root Cause:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

Priority Problem Statements

Problem Statement 1: We had 60% leader retention and 76% staff retention.

Root Cause 1: 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Staff struggled to adapt to new culture expectations set by new leaders.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years.

Root Cause 2: 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We had 76% of new family persistence and 84% overall student persistence.

Root Cause 3: 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 73% of Kinder- 2nd Grade Scholars are reading at or above grade level.

Root Cause 4: 1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to EOY staff satisfaction survey, data showed that staff satisfaction is low.

Root Cause 5: 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work.

Root Cause 6: 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our Average daily attendance was at 93.24% for the school year.

Root Cause 7: 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.

Root Cause 8: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math.

Root Cause 9: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure 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)

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 Trackers, ET Trackers, Domain 1, 2 and 3 STAAR trackers, Executive Trackers, Mission 90/30 Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and respond to student achievement data using HB4545 AND STAAR Domain 1, 2 and 3 trackers **Strategy's Expected Result/Impact:** We will be able to identify gaps in scholar learning and will allow us to create strategic plans to close gaps. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track Student data by subpop and create strategic intervention plans to ensure that all scholars are successful. **Strategy's Expected Result/Impact:** Najim AC will meet 100% of subpop STAAR targets for Domain 3. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	40%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Effectively use CSI and Targeted TEKs based intervention to ensure that we are closing instructional gaps for all scholars. **Strategy's Expected Result/Impact:** Scholars are getting the intervention that they need to meet their goals. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: HB4545 Trackers, ET Trackers, Domain 1, 2 and 3 STAAR trackers, Executive Trackers, Mission 90/30 Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and respond to student achievement data using HB4545 AND STAAR Domain 1, 2 and 3 trackers **Strategy's Expected Result/Impact:** We will be able to identify gaps in scholar learning and will allow us to create strategic plans to close gaps. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Effectively use CSI and Targeted TEKs based intervention to ensure that we are closing instructional gaps for all scholars. **Strategy's Expected Result/Impact:** Scholars are getting the intervention that they need to meet their goals. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	70%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 41% to 43% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket Trackers, Executive Trackers, HB4545 Trackers, Domain 1, 2, 3 STAAR Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Coaching and Developing Teachers **Strategy's Expected Result/Impact:** We will have strong teachers that will that will be able to teach our students effectively and achieve results. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted Data Tracking **Strategy's Expected Result/Impact:** The targeted data tracking will allow us to identify learning gaps and respond to them with targeted intervention. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim AC will ensure that 100% of material taught is TEKS aligned. **Strategy's Expected Result/Impact:** Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 24% to 26% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: ET Trackers, Executive Trackers, Domain 1, 2 and 3 STAAR trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Coaching and Developing Teachers **Strategy's Expected Result/Impact:** We will have strong teachers that will that will be able to teach our students effectively and achieve results. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	35%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted Data Tracking **Strategy's Expected Result/Impact:** The targeted data tracking will allow us to identify learning gaps and respond to them with targeted intervention. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	50%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim AC will ensure that 100% of material taught is TEKS aligned. **Strategy's Expected Result/Impact:** Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Trackers, Exit Ticket Trackers, Executive Trackers, Domain 1, 2, and 3 trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of EB scholars will receive additional support in class in the form of CFU's, academic monitoring laps, and prioritized feedback from teacher. **Strategy's Expected Result/Impact:** 100% of EB scholars will receive the support needed to make gains. **Staff Responsible for Monitoring:** Teachers, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of EB scholars will receive additional weekly intervention using Summit K-12 program. **Strategy's Expected Result/Impact:** 100% of EB scholars will receive the support needed to make gains. **Staff Responsible for Monitoring:** Teachers, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	90%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB 4545 Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Najim AC will track HB4545 data to ensure that 100% of identified scholars will reach their required minutes. **Strategy's Expected Result/Impact:** 100% of HB4545 scholars will complete their required minutes. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Math Interventionist, Reading Interventionist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	15%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
Problem Statement 2: 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

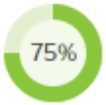
Goal 2: IDEA achieves an A Rating

Performance Objective 5: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Exit Ticket Trackers, Executive Trackers, HB4545 Trackers, Domain 1, 2, 3 STAAR Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of SPED scholars will receive additional support in class in the form of CFU's, academic monitoring laps, and prioritized feedback from teacher. **Strategy's Expected Result/Impact:** 100% of SPED scholars will get the targeted practice needed to pass assessments. **Staff Responsible for Monitoring:** Teachers, Sped Teachers, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim AC will track to ensure 100% of SPED scholars will receive accomodations/modifications/minutes. **Strategy's Expected Result/Impact:** 100% of SPED scholars are set up for success in all of their classes. **Staff Responsible for Monitoring:** Sped Teachers, Math and Reading Interventionists, Assistant Principals, Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim AC will track SPED data via 90/30 meetings to ensure that 100% of scholars are making progress. **Strategy's Expected Result/Impact:** 100% of SPED scholars are make necessary gains throughout the school year. **Staff Responsible for Monitoring:** Sped Teachers, Math and Reading Interventionists, Assistant Principals, Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Najim AC will achieve 90/60/30 in approaches/meets/masters as measured by the 23-24 STAAR testing.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using school wide data tracking systems/Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Najim AC scholars achieve 90/60/30 on all assessments. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principals, Interventionists, Sped Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	20%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. Coaching and Developing Teachers **Strategy's Expected Result/Impact:** We will have strong teachers that will that will be able to teach our students effectively and achieve results. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	75%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim AC will ensure that 100% of material taught is TEKS aligned. **Strategy's Expected Result/Impact:** Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
Problem Statement 2: 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause**: 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Safety Trackers, Safety Drills Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of Staff will complete Crisis Management/Emergency Response trainings and participate in Monthly/ Quarterly fire drills, lockdown drills, shelter in place, and hold drills. **Strategy's Expected Result/Impact:** 100% of staff will be able to execute safety protocols in the event of an emergency. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Teachers, All Staff Members **ESF Levers:** Lever 3: Positive School Culture	75%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim AC will conduct 100% of scheduled safety drills to ensure that staff and students are trained for crisis situations. **Strategy's Expected Result/Impact:** 100% of staff and students will know how to respond in case of an emergency on campus. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Teachers, All Staff Members **ESF Levers:** Lever 3: Positive School Culture	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim Academy will ensure that 100% of safety prevention protocols are followed and implemented on daily/ weekly basis. **Strategy's Expected Result/Impact:** Najim Academy will be a safe school for all students and staff. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Teachers, All Staff Members **ESF Levers:** Lever 3: Positive School Culture	75%	85%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: Najim AC 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.

High Priority

Evaluation Data Sources: Family Engagement Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Families will be invested and participate in family engagement events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We had 76% of new family persistence and 84% overall student persistence. **Root Cause**: 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

Goal 3: Increase student persistence

Performance Objective 3: Najim AC will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Student Persistence Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Najim AC will track progress to ensure that Anti-Bullying and Safer, Smarter school curriculum is complete by our district deadline. **Strategy's Expected Result/Impact:** 100% of Scholars and Staff will have completed the Anti-Bullying and Safer, Smarter school curriculum by our district curriculum. **Staff Responsible for Monitoring:** School Counselor, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	75%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. **Root Cause**: 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

Goal 3: Increase student persistence

Performance Objective 4: IDEA Najim will retain at least 90% of its scholars for the 23-24 school year.

High Priority

Evaluation Data Sources: Student Persistence Tracker, Family communication tracker, Family engagement trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Najim Academy will increase the amount of family communication from previous years. **Strategy's Expected Result/Impact:** Parents will receive consistent communication on scholar progress, school celebrations, and school events. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Teachers and Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2	75%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim Academy will bring the joy through the implementation of student engagement activities, continuing Fab Friday, and using Liveschool to help invest scholars. **Strategy's Expected Result/Impact:** Scholars will be happy and want to come back to school daily. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Teachers and Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: IDEA Najim Academy will increase the amount of time dedicated to Social/Emotional learning and support through the implementation of Move This World and Restorative Discipline Practices. **Strategy's Expected Result/Impact:** Scholars will gain emotional intelligence and be able to understand how to deal with emotions. **Staff Responsible for Monitoring:** Counselor, Teachers, Assistant Principal, and Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We had 76% of new family persistence and 84% overall student persistence. **Root Cause**: 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.
School Processes & Programs
Problem Statement 2: Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. **Root Cause**: 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

Goal 4: Increase student daily attendance

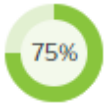
Performance Objective 1: Najim Academy will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Tracker, ADA Matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Najim Academy will use the attendance matrix with fidelity to ensure accountability. **Strategy's Expected Result/Impact:** At least 97% ADA for the 23-24 school year. Parents will comply with sending scholars to school on a daily basis. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, SIS coordinators, Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Attendance data will be presented and visible in a variety of ways to increase awareness and investment from all staff. **Strategy's Expected Result/Impact:** 100% of Staff will be aware of ADA progress and will be invested to improve ADA. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, SIS coordinators, Principals **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Culture of Achievement Incentives for grade-levels and individuals that are meeting pre-determined attendance goals. **Strategy's Expected Result/Impact:** Scholars will be invested and motivated to attend school daily. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, SIS coordinators, Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our Average daily attendance was at 93.24% for the school year. **Root Cause**: 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of Najim Academy students from 2nd thru 5th Grade meet their MVPA minutes goal of 900 minutes per year.

Evaluation Data Sources: MVPA Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Najim Academy will set quarterly benchmarks to ensure that scholars are on track to meeting their MVPA minutes. **Strategy's Expected Result/Impact:** 100% of scholars will be on track to meet their required minutes. **Staff Responsible for Monitoring:** Coach, Assistant Principal, Principal **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim Academy will have teachers and students track daily scholar progress to ensure that scholars are on track to meet there required minutes. **Strategy's Expected Result/Impact:** 100% of scholars will be on track to meet their required minutes. **TEA Priorities:** Improve low-performing schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone, GET Ratings, TeachBoost,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each phase of the SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff will receive high quality feedback, coaching, and professional development to ensure their development. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	N/A	95%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim Academy will set clear deadlines to ensure that 100% of staff completes each phase of the SDC in a timely manner. **Strategy's Expected Result/Impact:** 100% of Najim staff will be prepared to engage in each part of the SDC. **Staff Responsible for Monitoring:** Assistant Principals, Principals, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	70%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

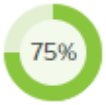
Problem Statement 1: According to EOY staff satisfaction survey, data showed that staff satisfaction is low. **Root Cause**: 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

Goal 5: Increase staff retention

Performance Objective 2: Najim AC is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher retention tracker, TeachBoost, GET rubric tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Najim Leaders will recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Najim will be 100% staffed with high quality teachers throughout the 2023-2024 school year. **Staff Responsible for Monitoring:** Teacher retention tracker, TeachBoost, GET rubric tracker **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: IDEA Najim Leaders will set and reinforce clear school-wide culture expectations for students and staff to ensure clarity. **Strategy's Expected Result/Impact:** 100% of staff is clear on the expectations that they have as Najim staff member. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Principal, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim Academy will bring the joy to campus to help invest adults in campus culture. **Strategy's Expected Result/Impact:** Teacher results in staff satisfaction survey will improve to 85% satisfaction for the 23-34 EOY survey. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We had 60% leader retention and 76% staff retention. **Root Cause**: 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Staff struggled to adapt to new culture expectations set by new leaders.

Goal 5: Increase staff retention

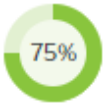
Performance Objective 3: Najim AC will retain at least 85% of instructional staff for the 23-24 school year.

High Priority

Evaluation Data Sources: Teacher retention tracker, TeachBoost, GET rubric tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Najim Leaders will set and reinforce clear school-wide culture expectations for students and staff to ensure clarity. **Strategy's Expected Result/Impact:** 100% of staff is clear on the expectations that they have as Najim staff member. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Principal, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Najim Academy will bring the joy to campus to help invest adults in campus culture. **Strategy's Expected Result/Impact:** Teacher results in staff satisfaction survey will improve to 85% satisfaction for the 23-34 EOY survey. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim Leaders will conduct bi weekly/monthly temp checks to ensure that 100% of staff is happy at work. **Strategy's Expected Result/Impact:** 100% of staff are happy to work at Najim Academy. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We had 60% leader retention and 76% staff retention. **Root Cause**: 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Staff struggled to adapt to new culture expectations set by new leaders.

Perceptions
Problem Statement 1: According to EOY staff satisfaction survey, data showed that staff satisfaction is low. **Root Cause**: 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.
Problem Statement 2: Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work. **Root Cause**: 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

IDEA Public Schools

North Mission Academy

2023-2024 Campus Improvement Plan

Accountability Rating: A

Board Approval Date: July 14, 2023
Public Presentation Date: August 23, 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

Demographics

Demographics Summary

Open enrollment charter school

Bilingual/ESL, Special Education, Fine Arts, PE\

All student groups by race/ethnicity

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Opportunities for EB students to speak and discuss to build the English language. **Root Cause:** 1) Lack of speaking domain planning in their lesson plans 2)TELPAS/SIOP trainings for teachers on how to embed and teach students how to improve their speaking skills.

Problem Statement 2: Diversity in ethnicities in staff and students. **Root Cause:** 1) Increase community-based events that focus on other cultures. 2)Promote the teaching of other cultures through morning announcements, bulletin boards, parades and student/parent events. 3) Recruit in other areas to bring students from other ethnicities.

Problem Statement 3 (Prioritized): Celebrations for students not absent, tardy, or leaving early. **Root Cause:** No weekly celebrations for better attendance and punctuality. Promote the ADA trophy since BOY.

Student Learning

Student Learning Summary

1) There has been a lot of progress by students in IA exams to achieving an A rating at the end of the year. Student Achievement was an 83, School Progress a 96, and Closing the Gaps at 89. Our overall scaled score was a 94.

2) Student scores have gone up from an 86 STAAR ratings to this last year at a 94.

3) Prek-3rd grade students ended the year on track in reading and math assessments. 100% of Prek and K on track in reading; 1st grade at 92%, and 2nd grade at 96%. 81% of student in Critical student intervention met the 2-0 years growth in Reading and 81% in Math.

4) We outperformed group of schools of similar type, size. We performed better than the 5 elementary schools on the same street as us in Mission iSd. We receibed 5/6 achievement distinctions.

5) 100 of graduating seniors enrolled in college.

Student Learning Strengths

Student showed growth in reading and writing with new STAAR format.

Students ranked on the top with likely passed in all areas. Not as many students in the zone of uncertainity.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of meets and masters for STAAR math & ELA needs to be higher. **Root Cause:** Instruction is often lacking staar alignment.

Problem Statement 2 (Prioritized): We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade. **Root Cause:** 1)There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2)Not enough staar aligned student practice resources. 3)We do not have interactive Science Journals across all grade levels.

Problem Statement 3 (Prioritized): Improve academic vocabulary across the campus all contents. **Root Cause:** Teachers are not teaching the academic vocabulary in the lower grades. Teachers do not know what academic vocabulary or how to do since there is a heavy focus on Reading fluence only.

Problem Statement 4: Focus heavily on spelling rules, grammar, and writing instruction all throughout the school. **Root Cause:** 1. We do not have a set curriculum across the school. 2. Teachers do not know how to teach TEKS in the lower grades. 3. Teachers are not making connections between all components of RLA.

School Processes & Programs

School Processes & Programs Summary

1. Instructional leaders are developed in their roles. I have provided API time with them weekly where we work on current campus trends based on instructional rounds. Instructional rounds are all around campus priorities. Every systems and operating mechanism has a gripi with clear roles, expectations, and responsibilities.

2. We have yearly PD calendar for all staff meetings on Thursdays and during their conference once a week to address any teacher misconceptions based on observations.

3. During instructional rounds and check in, I coach leaders to coach teachers on the spot based on most pressing problem in their Teachboost. We used this program to document all action steps given to teachers. Leaders are trained every year on SIOP refreshers and Leap4ward for content they lead.

4. We have RMT and DI in the lower grades, Amplify for Science, Witt and Wisdom for reading, Being a Writer for writing, and Eureka math. All these programs are aligned to the national standards and used to help student get higher scores on AP exams. The programs are rigorous and we do have to supplement the programs with more staar aligned practice. They are aligned to our mission and vision to prepare all students for college. We do not just focus on passing a STAAR but on success in college and life beyond high school graduation.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268

students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins 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): SPED and 504 folders and accommodations need to be organized more efficiently to promote quick access. **Root Cause:** 1. IEP folders and accommodations given at BOY but never again addressed throughout the year on changes. 2. NO clear communication after ARDs for all parties to hear besides those present at ARD.

Problem Statement 2 (Prioritized): More clear RTI training on interventions on Tier 1.. **Root Cause:** 1. No flow chart with steps of RTI process. 2. No training or follow up on RTI to assist teacher on the how to intervene.

Problem Statement 3 (Prioritized): TELPAS training since the beginning with clear strategies on how to support students. **Root Cause:** 1. TELPAS refresher training for teachers started at second semester. 2. Folders have not been created for teachers to use to support EB students.

Perceptions

Perceptions Summary

1. This was our first year with seniors and 100% of the students graduated from 12th grade.

2. We have not had conflict escalate to high level. If there is an issue, we make sure address right away and bring in staff to talk. We assign new teachers a teacher mentor and our assistant principal have differentianted side by side planning for anyone that is new.

3. We do not have a big staff turnaround. We average 2-3 teachers a year and late between 94-97% teacher retention in the last 3 years. An average of teacher absences is from 3-5 absences. This does not include maternity leaves. We average 8-10 teahers on maternity leaves in a year.

4. We measure parent and community participation by having sign in sheets at parent meetings, teacher/parent conferences, and school events.

5. Barriers that could be preventing them from joining is transportation to the school and we have families that work late hours.

Perceptions Strengths

We went up 6 points from parent surveys from last year. It was beneficial to host all parent meeting online with teachers to help fill out the surveys so that questions would be answered.

The school received the highest staff survey results at the district level.

Persistence benchmark data was met throughout the whole year.

Student attendance remained top 3 all year at the academy level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement on school holidays all across grade levels. **Root Cause:** 1. PreK and K have more parents events because they are self-contained. 2. Events need to be planned out early in the year so holidays do not creep up with no planning.

Problem Statement 2 (Prioritized): Student weekly incentives being promoted and consistently implemented all year. **Root Cause:** 1. Student store did not open often or did it have variety in prizes. 2. In-person celebrations for students. Student assemblies in person. 3. Culture rubric has not been revamped.

Priority Problem Statements

Problem Statement 1: Opportunities for EB students to speak and discuss to build the English language.

Root Cause 1: 1) Lack of speaking domain planning in their lesson plans 2)TELPAS/SIOP trainings for teachers on how to embed and teach students how to improve their speaking skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of meets and masters for STAAR math & ELA needs to be higher.

Root Cause 2: Instruction is often lacking staar alignment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade.

Root Cause 3: 1)There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2)Not enough staar aligned student practice resources. 3)We do not have interactive Science Journals across all grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SPED and 504 folders and accommodations need to be organized more efficiently to promote quick access.

Root Cause 4: 1. IEP folders and accommodations given at BOY but never again addressed throughout the year on changes. 2. NO clear communication after ARDs for all parties to hear besides those present at ARD.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent involvement on school holidays all across grade levels.

Root Cause 5: 1. PreK and K have more parents events because they are self-contained. 2. Events need to be planned out early in the year so holidays do not creep up with no planning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Student weekly incentives being promoted and consistently implemented all year.

Root Cause 6: 1. Student store did not open often or did it have variety in prizes. 2. In-person celebrations for students. Student assemblies in person. 3. Culture rubric has not been revamped.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Improve academic vocabulary across the campus all contents.

Root Cause 7: Teachers are not teaching the academic vocabulary in the lower grades. Teachers do not know what academic vocabulary or how to do since there is a heavy focus on Reading fluence only.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Celebrations for students not absent, tardy, or leaving early.
Root Cause 8: No weekly celebrations for better attendance and punctuality. Promote the ADA trophy since BOY.
Problem Statement 8 Areas: Demographics

Problem Statement 9: More clear RTI training on interventions on Tier 1..
Root Cause 9: 1. No flow chart with steps of RTI process. 2. No training or follow up on RTI to assist teacher on the how to intervene.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: TELPAS training since the beginning with clear strategies on how to support students.
Root Cause 10: 1. TELPAS refresher training for teachers started at second semester. 2. Folders have not been created for teachers to use to support EB students.
Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment 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
- Communications data
- Budgets/entitlements and expenditures data

Goals

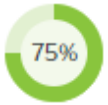
Goal 1: Increase staff retention

Performance Objective 1: 85% of North Mission staff will persist by July 2024

HB3 Goal

Evaluation Data Sources: Staff retentions reports
Great place to work surveys at MOY and EOY

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission lead team will create a yearly plan to build appreciation for teachers and OPS starting on Aug 2023 until the end of school year. **Strategy's Expected Result/Impact:** Increase staff retentions numbers in OPS and co-teachers **Staff Responsible for Monitoring:** Strategy will be monitored by API. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: North Mission will have a monthly Warrior Night to celebrate staff accomplishments, special celebrations, and team build starting Aug 2023- May 2024 **Strategy's Expected Result/Impact:** increase Team % Family exemplifying core values **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 90% of North Mission staff rate the school as a great place to work in our MOY survey results in December 2023

High Priority

HB3 Goal

Evaluation Data Sources: December GPTW survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission lead team will focus on the lowest question on last year's GPTW survey "At North Mission there is work life balance." by August 2022. **Strategy's Expected Result/Impact:** increase the percentage of this question **Staff Responsible for Monitoring:** API, APO, Admin Assistant, and Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	50%	85%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors at IDEA North Mission will matriculate to college by May 2024

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation reports
Persistence reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission Academy will promote college with all students in Prek-5th by assigning grade levels a college house by Sept 2023 **Strategy's Expected Result/Impact:** increase college awareness in students **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	10%	50%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Increase in number of seniors meeting matriculation benchmarks during the school year to be on track for EOY goal in May 2024

HB3 Goal

Evaluation Data Sources: Benchmark reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission will team up with CP lead team to celebrate seniors and partner up CP students and Academy students by Sept 2023 **Strategy's Expected Result/Impact:** increase college awareness **Staff Responsible for Monitoring:** Campus Lead Team, Counselors **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	10%	50%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

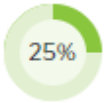
Performance Objective 1: Third grade-5th grade students performing at or above grade level in Math as measured by the Meets grade level standard on STAAR will increase from 57 to 59% in Spring 2024 (HB3

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid Modules
Interim assessments
District Benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Side by side planning sessions with all Math teachers in 3rd-5th to look at Staar alignment in student practice and exit tickets by Aug 2023 **Strategy's Expected Result/Impact:** increase meets and masters **Staff Responsible for Monitoring:** Teachers, Assistant Principal of Math **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional Rounds with instructional leaders to coach teachers on the spot on pressing problems and school priorities every Tuesday starting Aug 2023. **Strategy's Expected Result/Impact:** 90/60/30 results in 3,4,5 Math STAAR **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%	90%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use interventionist to improve 3-5th math performance **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Interventionist - Federal Grant	60%	80%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use Hotspot Facilitator to increase math results in 3-5 **Strategy's Expected Result/Impact:** 90/60/30 Increase math masters and math geniuses in 1st-5th grade **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Hotspot Facilitator - Federal Grant	50%	90%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

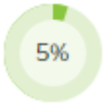
Performance Objective 2: 90% approaches 60% meets 30% masters of 5th grade students will pass STAAR Science in May 2024 administration

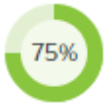
High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid Modules
Interim assessments
District Benchmarks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Collaboration meeting with teachers in Prek-5th grade to share ideas on staar alignment, academic vocabulary, and rigor starting September 2023. **Strategy's Expected Result/Impact:** increase Science scores Increase teacher collaboration in Science **Staff Responsible for Monitoring:** Teachers, API, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly data calls with 5th grade Science teacher to support in outcomes, causes, and solutions starting Sept 2023 **Strategy's Expected Result/Impact:** increase Science scores **Staff Responsible for Monitoring:** Science Teacher, Co-teacher, and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use AR zone facilitator to help increase reading in Science content **Strategy's Expected Result/Impact:** increase Science academic vocabulary **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** AR Zone Facilitator - Federal Grant	15%	75%	80%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Third grade students performing at or above grade level in reading as measured by the Meets grade level standard on STAAR will increase from 57 to 59% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid modules
Interim assessments
District Benchmark

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use online program like Writeable to practice online reading and writing to prepare for STAAR 2.0 **Strategy's Expected Result/Impact:** increase online reading and writing practice **Staff Responsible for Monitoring:** Principal & API **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	5%	80%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional rounds every week will be based on the new reading/writing requirements **Strategy's Expected Result/Impact:** increase RLA student achievement results **Staff Responsible for Monitoring:** Principal & API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%	80%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 60% of SPED students in 3rd-5th reach approaches in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid modules
Interim assessments
District Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly sped accommodations instructional rounds **Strategy's Expected Result/Impact:** SPED student achievement Domain 3 results **Staff Responsible for Monitoring:** SPED teacher & Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	30%	70%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly sped and general ed teacher collaboration meetings **Strategy's Expected Result/Impact:** collaboration of strategies to support sped students **Staff Responsible for Monitoring:** Teachers & API **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of North Mission students will come to school every day of the 2023-2024 school year

High Priority

HB3 Goal

Evaluation Data Sources: daily ada reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily leader support with ADA calls with one administrator per grade level by Aug. 2023 **Strategy's Expected Result/Impact:** increase parent awareness on importance of student attendance **Staff Responsible for Monitoring:** API, APO, Counselors **Title I:** 2.5, 2.6, 4.1 **- 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	60%	80%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily teacher calls and monthly teacher-parent conferences regarding attendance with critical students by Aug 2023 **Strategy's Expected Result/Impact:** increase student attendance increase student achievement with students not passing because of attendance issues **Staff Responsible for Monitoring:** Teachers, APO, Couselors **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	20%	80%	90%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Increase of Kinder and 4th students come to school every day as our daily student report.

High Priority

HB3 Goal

Evaluation Data Sources: daily student attendance report
Powerschool

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assist teachers with sanitation and cleaning supplies to avoid sickness in the lower grades by Sept 2023. **Strategy's Expected Result/Impact:** decrease the amount of Prek and Kinder students absent **Staff Responsible for Monitoring:** Teachers, APO, Administrative Assistant **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture		55%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily call from teacher and assigned leader to hold parents accountable to bringing students to school if not sick by Aug 2023 **Strategy's Expected Result/Impact:** increase ADA in Prek and Kinder (tends to have the lowest ADA every year) **Staff Responsible for Monitoring:** Teachers, APO **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	35%	75%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Teachers to help increase student achievement one year early to close achievement gaps **Strategy's Expected Result/Impact:** increase student attendance increase students reading to Kinder **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Prek Teachers - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: 90% of students will reach 1,200 MVPA minutes by EOY.

High Priority

Evaluation Data Sources: data trackers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data calls with PE teacher to talk about on track status **Strategy's Expected Result/Impact:** increase the minutes keep track of students off track Exemplar campus by EOY **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%	70%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly PE newsletter on the parent weekly to invest parents on health and fitness **Strategy's Expected Result/Impact:** promote wellness to parents and community **Staff Responsible for Monitoring:** PE teachers, Counselor and Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	20%	90%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of ALL students will stay enrolled at IDEA North Mission for the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmarks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong parent-student-teacher relationships by offering consistent parent conferences and Open Houses for parents to come meet with teachers starting Sept 2023. **Strategy's Expected Result/Impact:** decrease the amount of student leaving **Staff Responsible for Monitoring:** Counselors **Title I:** 4.1, 4.2 **- 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	20%	70%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Partner up with CP to see what can be done to support school with leavers not persisting issues by Sept. 2023 **Strategy's Expected Result/Impact:** decrease the amount of student leaving due to door to door transportation **Title I:** 2.5, 2.6	25%	50%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of NEW students will stay enrolled at IDEA North Mission for the 2023-2024 school year

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmark
IDEA dashboard

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Adjust parent on-boarding sessions and address current gaps from this year that led to students leaving IDEA North Mission by Feb 2024 **Strategy's Expected Result/Impact:** decrease amount of students leaving due to transportation and move outs **Staff Responsible for Monitoring:** Principal, APO, Counselors **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	N/A	60%	90%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 100% of Safety drills will be conducted at the campus level.

High Priority

Evaluation Data Sources: scheduled practice drills
monthly safety meetings
reunification meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly calendar implementation to practice all drills equally throughout the entire year.				

  No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for North Mission Academy

Total SCE Funds: $3,952.43
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our goal is to use money for small group instruction after school and Saturday to work with strugglers.

Title I

1.1: Comprehensive Needs Assessment

Supplies for Parent Workshops- entire money will be used for bi-monthly parent workshops.

$3,952.43

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Alexis Barrios	INTERVENTIONIST		1
Leticia Becerra	AR Zone Facilitator	Title 1	1
Victor Guajardo	Interventionist	Title 1	1
Yadira Alvarez	Hotspot FACILITATOR		1

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,952.43
				+/- Difference	$3,952.43
				Grand Total Budgeted	$3,952.43
				Grand Total Spent	$0.00
				+/- Difference	$3,952.43

IDEA Public Schools

North Mission College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 31, 2023
Public Presentation Date: August 23, 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**

Specifically, at North Mission College Prep we work to create Ideal Team Players (adopted from The IDEAL Team Player by Patrick Lencioni), who embody the following 3 values/virtues, as it will help prepare students for college and beyond. It's not about each virtue itself, but how all 3 are the most powerful when combined with each other.

Humble Staff & Students: Ideal team players are humble. They lack excessive ego or concerns about status. Humble people are quick to point out the contributions of others and slow to seek attention for their own. They share credit, emphasize team over self and define success collectively rather than individually

Hungry Staff & Students: Ideal team players are hungry. They are always looking for more. More things to do. More to learn. More responsibility to take on. Hungry people almost never have to be pushed by a manager to work harder because they are self-motivated and diligent. They are constantly thinking about the next step and the next opportunit

(People) Smart Staff & Students: Ideal team players are smart. They have common sense about people. Smart people tend to know what is happening in a

group situation and how to deal with others in the most effective way. They have good judgment and intuition around the subtleties of group dynamics and the impact of their words and actions

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2023

Demographics

Demographics Summary

Gender

Female - 357

Male - 385

Ethnicity - 725 (97.71%) hispanic latino

EB - 435 (58.65%)

ESL - 53 (7.14%)

504 - 29 (3.91%)

Dyslexia - 14 (1.89%)

SPED - 66 (8.89%)

At Risk - 531 (71.56%)

Economic disadvantage - 698 (98.07%)

Demographics Strengths

Increases in enrollment due to rolling enrollment have a direct impact on our drop out rate and graduation/completion rate.

Students are identified before school begins and individual plans are put into place.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years. **Root Cause:** Staff members

are not referring to the 504 plan throughout the year for each individual student.

Problem Statement 2: We have a high number of at risk and economically disadvantaged students that join our campus in 8th - 11th grade. **Root Cause:** Student come with significant academic gaps in middle school and high school, therefore, we have to reteach at a lower level than most the students that have moved up from our K-7th grade classrooms.

Problem Statement 3 (Prioritized): Attendance has been below the district goal of 97% throughout the 2022-23 school year. **Root Cause:** Accountability follow up with parents was not consistent throughout the year.

Problem Statement 4 (Prioritized): Enrollment is not constant throughout the year. **Root Cause:** There are not enough students on the waiting list for every grade level.

Student Learning

Student Learning Summary

This school year we faced a few setbacks as we prepared both students and staff for the May 23 STAAR exams. The transition from 100% from paper to online along with the new testing items came with a bit of a learning curve for both students and staff. Below you will see our mock data along with our preliminary STAAR data for all STAAR tested grades and subjects.

Grade	Subject	Semester Exams - Dec. 2021	Semester Exams - Dec. 2022 A/M/Ma (SAS)	Mock Exams - March 2023	Mock Exams EL/EB	Mock Exams SPED	Mock 22	Proj
Reading	6th	57/30/8 (32)	53/51/4 (24)	46/7/0 (18)	41/5/0 (16)	0/0/0 (0)	60/35/17(37)	
	7th	58/28/14 (33)	54/24/9 (29)	50/18/8 (25)	46/19/8 (24)	50/0/0 (17)	63/33/13 (36)	
	8th	66/33/14 (38)	71/39/14 (41)	76/49/23 (49)	73/43/19 (45)	33/0/0 (11)	75/40/12 (42)	
	9th	54/38/6 (33)	50/31/4 (28)	45/30/4 (26)	35/24/0 (20)	13/0/0 (4.3)	61/48/9 (39)	
ELA	10th	69/55/19 (48)	43/34/8 (28)	61/47/8 (39)	57/43/6 (35)	13/0/0 (4.3)	77/62/12 (50)	
	6th	49/14/0 (21)	76/41/20 (46)	67/17/3 (29)	59/14/4 (26)	0/0/0 (0)	62/37/15 (38)	
Math	7th	41/5/0 (15)	61/27/5 (31)	58/24/5 (29)	51/22/4 (25)	50/25/13 (29)	55/14/1 (23)	
Alg 1	8th	67/21/5 (31)	73/44/18 (45)	70/26/8 (34)	65/22/9 (32)	70/0/0 (23)	79/33/13 (42)	
Alg 1	9th	67/21/5 (31)	NA	62/38/23 (41)	55/35/20 (37)	0/0/0 (0)		
8th Math	8th	NA		100/58/11		NA		
Biology	8th	45/21/9 (38)	59/29/4 (30)	54/14/1 (23)	53/12/2 (22)	30/0/0 (10)		
	8th	49/9/2 (20)	64/29/14 (36)	68/27/12 (35)	64/23/9 (32)	20/0/0 (7)	61/26/11 (33)	
SS	11th	44% with 3+ in AP Sem. Exam	NA	84/40/6 (44)	76/24/4 (35)	25/0/0 (8)	85/67/40 (64)	TBD
School				59/25/7 (30)	53/21/5 (26)	29/2/1 (11)		

Grade & Subejct	% passing @ low pass cut point	% passing @ High pass cut point
6th ELA	97/109 = 89%	75/109 = 69%
7th ELA	115/117 = 98%	96/117= 82%
8th ELA	113/114 =99%	93/114 = 82%
Eng. I only 9th grade	82/105 = 78%	60/105 = 57%
Eng. I 9th-12th	96/130 = 74%	62/130 = 48%
Eng. II only 10th	78/93 = 84%	54/93 = 58%
Eng. II 10th-12th	86/106 = 81%	57/106 = 54%
Alg. 1	165/169= 98%	101/169= 60%
Bio.	162/167% = 97%	113/167= 68%
US Hist.	86/87= 99%	84/87= 97%
8th History	97/114 = 85%	58/114 = 51%
8th Math	20/20 = 100%	19/20 = 95%
7th Math	78/89 = 88%	32/89 = 36%
6th Math	94/109 = 86%	48/109 = 44%

Student Learning Strengths

There was consistent tracking after district exams throughout the year.

There was an increase in Mathematics scores from the prior year.

There was also an increase in ACT scores for our current junior class

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELA mock scores were significantly lower than previous years. **Root Cause:** We are limited on resources that follow the new testing format. Such as Sirius for ELA.

Problem Statement 2 (Prioritized): Writing as a whole is suffering across contents. **Root Cause:** There is not enough effective collaboration around writing expectations, both vertically (content) and horizontally (grade level), on campus.

Problem Statement 3 (Prioritized): Overall passing from 8th ELA to Eng. 1 drops. **Root Cause:** Large persistence gap from 8th to 9th grade.

Problem Statement 4: ACT average for junior and senior class is at least 2 cumulative points below the district goal. **Root Cause:** There is not enough ACT preparation happening in grades prior to junior year.

Problem Statement 5 (Prioritized): 90/60/30 is not being met as a campus. **Root Cause:** There is a lack of strong planning from all teachers or support mechanisms for all students in the classroom.

School Processes & Programs

School Processes & Programs Summary

At North Mission College Prep, staff has professional development weekly on Tuesdays. There are also weekly opportunities for managers to provide feedback on lesson plans to staff members, along with observing teachers on a weekly basis to provide ratings on Teachboost for supporting an increase in teacher pedagogy. On the table below, the campus ratings can be seen for the GET, Guidepost for Excellent Teaching.

Obs	1A.i	1A.ii	1A.iii	1A.iv	IA.v	1B.i	1B.ii	1B.iii	1B.iv	1C.i	1C.ii	1C.iii	2A.i	2A.ii	2A.iii	2A.iv	2B.i	2B.ii	2B.iii	2B.iv	2C.i	2C.ii	2C.iii	2C.iv	2D.i	2D.ii	2D.ii
IDEA North Mission College Prep	3.85	3.94	3.93	3.98	3.93	3.91	3.7	3.72	3.61	3.57	3.53	3.21	3.77	3.7	3.87	3.98	4.18	4.04	3.86	3.94	3.72	3.74	3.79	4.02	3.53	3.54	3.44

School Processes & Programs Strengths

Campus is scoring at a Proficient to Advanced rating in GET 2, which is the Classroom Environment.

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”

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were no official ratings for GET 4E, 5A, 5B & 5C. **Root Cause:** Operating mechanisms are in place for ratings throughout 1st semester and 2nd semester leaders are supporting with teaching, exit ticket huddles & supporting with tutoring. There are not enough operating mechanisms for 2nd semester.

Problem Statement 2 (Prioritized): 2 of the 4 lowest points of data for the campus are in GET 3, which is the planning Guidepost for Excellent Teaching. **Root Cause:** Staff do not have exemplars for strong key points, exemplar responses, or criteria for mastery within their content at times, so the consistency is not always present or staff are not planning with the end in mind (i.e. STAAR, AP, etc.) to support aligned key points, exemplar responses, etc.

Perceptions

Perceptions Summary

The staff's perspective of the school was one of being able to forge close bonds with their management throughout the course of the academic year. According to data from the Great Places to Work Survey, over 80% of instructors could answer "I will recommend my manager to other IDEA employees."

We were able to "Bring Joy" to our scholars throughout the year. Through the after-school programs, North Mission was able to add clubs for our scholars to build strong relationships and develop social skills. Through our UIL competitive program, students had the opportunity to participate in/play competitive sports.

Here is our student persistence and staff retention data.

- New Student Persistence: 85%

100 New Students

15 New Student Leavers.

- Overall Student Persistence: 92.9%

758 Students

56 Leavers

- Teacher Retention

92.75

Perceptions Strengths

All direct managers had an 80% increase in the statement “I will recommend my manager to other IDEA employees.

100% of new students who were fully on-boarded properly were able to stay with us throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 15 new students were not able to complete the full year with us due to not adjusting to the culture at our campus. **Root Cause:** The 15 new students that left were not fully onboarded.

Problem Statement 2 (Prioritized): There is a gap in relationship building between Middle School teachers and High School teachers. **Root Cause:** Teachers are usually sitting with their grade team during meetings, events, or team-building activities.

Problem Statement 3: There is a gap in students attending school and the percentage of students involved in an after-school program. **Root Cause:** There is not enough sports and clubs on campus after school to encourage more participation.

Problem Statement 4 (Prioritized): Persistence is on track to be below 90% for the school year. **Root Cause:** There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Priority Problem Statements

Problem Statement 1: Persistence is on track to be below 90% for the school year.
Root Cause 1: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years.
Root Cause 2: Staff members are not referring to the 504 plan throughout the year for each individual student.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 15 new students were not able to complete the full year with us due to not adjusting to the culture at our campus.
Root Cause 3: The 15 new students that left were not fully onboarded.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Writing as a whole is suffering across contents.
Root Cause 4: There is not enough effective collaboration around writing expectations, both vertically (content) and horizontally (grade level), on campus.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Attendance has been below the district goal of 97% throughout the 2022-23 school year.
Root Cause 5: Accountability follow up with parents was not consistent throughout the year.
Problem Statement 5 Areas: Demographics

Problem Statement 6: 90/60/30 is not being met as a campus.
Root Cause 6: There is a lack of strong planning from all teachers or support mechanisms for all students in the classroom.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Overall passing from 8th ELA to Eng. 1 drops.
Root Cause 7: Large persistence gap from 8th to 9th grade.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: 2 of the 4 lowest points of data for the campus are in GET 3, which is the planning Guidepost for Excellent Teaching.
Root Cause 8: Staff do not have exemplars for strong key points, exemplar responses, or criteria for mastery within their content at times, so the consistency is not always present or

staff are not planning with the end in mind (i.e. STAAR, AP, etc.) to support aligned key points, exemplar responses, etc.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There were no official ratings for GET 4E, 5A, 5B & 5C.

Root Cause 9: Operating mechanisms are in place for ratings throughout 1st semester and 2nd semester leaders are supporting with teaching, exit ticket huddles & supporting with tutoring. There are not enough operating mechanisms for 2nd semester.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a gap in relationship building between Middle School teachers and High School teachers.

Root Cause 10: Teachers are usually sitting with their grade team during meetings, events, or team-building activities.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Enrollment is not constant throughout the year.

Root Cause 11: There are not enough students on the waiting list for every grade level.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Core Content areas for 11th and 12th grade students will execute ACT lessons throughout Q1 (seniors) and all year (juniors). **Strategy's Expected Result/Impact:** ACT scores will improve 1/2 - 1 cumulative score each exam benchmark. **Staff Responsible for Monitoring:** Arianna Diaz **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	45%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: There will be a strategy to embed ACT prep in 9th and 10th grade to prepare future juniors/seniors with the ACT exam. **Strategy's Expected Result/Impact:** ACT scores will improve each cohort year in the coming years. **Staff Responsible for Monitoring:** Arianna Diaz **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	50%	50%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: To prepare for National ACT test dates for our students we will conduct an ACT plan/curriculum 5 weeks before every test date. **Strategy's Expected Result/Impact:** Students will increase their ACT scores. **Staff Responsible for Monitoring:** Arianna Diaz & Lorraine Lara **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Writing as a whole is suffering across contents. **Root Cause**: There is not enough effective collaboration around writing expectations, both vertically (content) and horizontally (grade level), on campus.

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSI Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed TSIA strategies throughout RTTC 4. **Strategy's Expected Result/Impact:** 25% of senior class is TSIA exempt each quarter throughout the year. **Staff Responsible for Monitoring:** Michelle Gallegos **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	75%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: Increase ACT Average to a 19+ or 20+ for the junior class in 2023 - 2024

High Priority

HB3 Goal

Evaluation Data Sources: ACT Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Core Content areas for 11th and 12th grade students will execute ACT lessons throughout Q1 (seniors) and all year (juniors). **Strategy's Expected Result/Impact:** ACT scores will improve 1/2 - 1 cumulative score each exam benchmark. **Staff Responsible for Monitoring:** Arianna Diaz **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	45%	45%	65%	

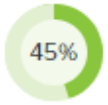
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

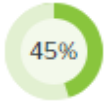
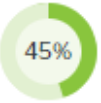
Goal 2: IDEA achieves an A Rating

Performance Objective 1: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Mock and TELPAS Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Summit K-12 throughout specific courses (AR, Intervention classes, Spanish, or ELA courses) on designated days throughout the year. **Strategy's Expected Result/Impact:** There will be less than 5% of a difference in SAS with the general population and EB students. **Staff Responsible for Monitoring:** Javier Lopez **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct a book study with all content areas on the book, The Writing Revolution, to increase writing in all content areas to support the lowest performing part of the TELPAS exam. **Strategy's Expected Result/Impact:** Students will increase their Writing Level on TELPAS or maintain an Advanced High. **Staff Responsible for Monitoring:** Bianca Flores **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 2, 3	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years. **Root Cause**: Staff members are not referring to the 504 plan throughout the year for each individual student.
Student Learning
Problem Statement 2: Writing as a whole is suffering across contents. **Root Cause**: There is not enough effective collaboration around writing expectations, both vertically (content) and horizontally (grade level), on campus.
Problem Statement 3: Overall passing from 8th ELA to Eng. 1 drops. **Root Cause**: Large persistence gap from 8th to 9th grade.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: HB4545 Dashboard Tracking & Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly tracking and communication to staff responsible for inputting hours for HB4545. **Strategy's Expected Result/Impact:** Meet benchmarks quarterly throughout the year. (25 % completed by end of Q1, 50% completed by Semester Exams, 75% by Mock Exams and 100% prior to STAAR exams). **Staff Responsible for Monitoring:** Rita Caltabiano-Carrillo **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3	50%	70%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Add in Biology intervention to the master schedule for support with an EOC intervention course. **Strategy's Expected Result/Impact:** 100% of Biology retesters hit approaches by the end of the year on the EOC exam. **Staff Responsible for Monitoring:** Rita Caltabiano-Carrillo **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years. **Root Cause**: Staff members are not referring to the 504 plan throughout the year for each individual student.
Student Learning
Problem Statement 3: Overall passing from 8th ELA to Eng. 1 drops. **Root Cause**: Large persistence gap from 8th to 9th grade.
Problem Statement 5: 90/60/30 is not being met as a campus. **Root Cause**: There is a lack of strong planning from all teachers or support mechanisms for all students in the classroom.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Semester Exam, Mock Exam and STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All students identified as SPED and did not pass the state exam are enrolled in an intervention class throughout the school day. **Strategy's Expected Result/Impact:** Increase in SPED approaches level. **Staff Responsible for Monitoring:** Javier Lopez **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years. **Root Cause**: Staff members are not referring to the 504 plan throughout the year for each individual student.

Student Learning
Problem Statement 5: 90/60/30 is not being met as a campus. **Root Cause**: There is a lack of strong planning from all teachers or support mechanisms for all students in the classroom.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Semester Exam, Mock Exam and STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** SAS scores increase throughout District Assessments and results in higher SAS on STAAR at the end of the year. **Staff Responsible for Monitoring:** David Wagner **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 5	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Exit Ticket Tracking and Huddles for subpopulation students (including SPED & EL) for all students who were in approaches or did not pass STAAR from 2023 assessment. **Strategy's Expected Result/Impact:** Improve subpopulation data on State Exams. **Staff Responsible for Monitoring:** Javier Lopez **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 3, 5	25%	30%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Host Saturday School tutorials for all students who did not meet their growth goals on the Semester and Mock Exams. **Strategy's Expected Result/Impact:** Increase in School Progress **Staff Responsible for Monitoring:** Rita Caltabiano-Carrillo **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Percent increase on state assessments for 504, SPED, EB have been minimal throughout the past several years. **Root Cause**: Staff members are not referring to the 504 plan throughout the year for each individual student.
Student Learning
Problem Statement 3: Overall passing from 8th ELA to Eng. 1 drops. **Root Cause**: Large persistence gap from 8th to 9th grade.
Problem Statement 5: 90/60/30 is not being met as a campus. **Root Cause**: There is a lack of strong planning from all teachers or support mechanisms for all students in the classroom.

Goal 3: Increase student persistence

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

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly vaping lessons with students. **Strategy's Expected Result/Impact:** Decrease in Vaping incidents on campus. **Staff Responsible for Monitoring:** David Wagner **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 4	100%	45%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct weekly morning meeting with both high school and middle school to address safety and trends in student culture setbacks. **Strategy's Expected Result/Impact:** Increase student persistence and stay above the district benchmark for persistence. **Staff Responsible for Monitoring:** Sylvia Camacho **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 4	50%	45%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct monthly Campus Crisis Management Team meetings & perform more safety drills throughout the 1st quarter to train both students, staff and parents. **Strategy's Expected Result/Impact:** 90% or higher on Campus Safety Scorecard. **Staff Responsible for Monitoring:** Irma Martinez **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Host Safety Lessons with students at the Beginning of Year and throughout ISS (including personnel teaching about vaping). **Strategy's Expected Result/Impact:** Decrease student leavers and repeat offenders in ISS. **Staff Responsible for Monitoring:** David Wagner **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Attendance has been below the district goal of 97% throughout the 2022-23 school year. **Root Cause**: Accountability follow up with parents was not consistent throughout the year.
Perceptions
Problem Statement 1: 15 new students were not able to complete the full year with us due to not adjusting to the culture at our campus. **Root Cause**: The 15 new students that left were not fully onboarded.
Problem Statement 4: Persistence is on track to be below 90% for the school year. **Root Cause**: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Goal 3: Increase student persistence

Performance Objective 2: North Mission CP 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))

Evaluation Data Sources: Parent Attendance Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely (i.e. at least 1 week in advance) communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase parent involvement in meetings and events on campus. **Staff Responsible for Monitoring:** Sylvia Camacho **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	100%	60%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 4: Persistence is on track to be below 90% for the school year. **Root Cause**: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Goal 3: Increase student persistence

Performance Objective 3: North Mission CP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Exit Tickets from lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Map out dates, times, grade levels to execute the Anti-bullying, SSS curriculum prior to the deadline. **Strategy's Expected Result/Impact:** Increase Student Persistence throughout benchmarks. **Staff Responsible for Monitoring:** Sylvia Camacho **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Perceptions 1, 4	25%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Attendance has been below the district goal of 97% throughout the 2022-23 school year. **Root Cause**: Accountability follow up with parents was not consistent throughout the year.

Perceptions
Problem Statement 1: 15 new students were not able to complete the full year with us due to not adjusting to the culture at our campus. **Root Cause**: The 15 new students that left were not fully onboarded.
Problem Statement 4: Persistence is on track to be below 90% for the school year. **Root Cause**: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Goal 3: Increase student persistence

Performance Objective 4: Parents will rate teachers/school at least 0.1 growth on teacher surveys or remain above a 4.5 on the teacher surveys (out of 5).

Evaluation Data Sources: Teacher Surveys & School Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct quarterly parent meetings regarding student growth goals, software systems for students to use, safety topics & culture topics. **Strategy's Expected Result/Impact:** Increased parental involvement and attendance at campus events. **Staff Responsible for Monitoring:** Sylvia Camacho **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 4 **Funding Sources:** Supplies for Parents - Title I, Part A (4120) - $1,500	50%	60%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Include parents in awards to give their children (as parents see student work outside of school). **Strategy's Expected Result/Impact:** Increase student and parent survey results at the end of the year. **Staff Responsible for Monitoring:** Sylvia Camacho **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	50%	5%	5%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: 15 new students were not able to complete the full year with us due to not adjusting to the culture at our campus. **Root Cause**: The 15 new students that left were not fully onboarded.
Problem Statement 4: Persistence is on track to be below 90% for the school year. **Root Cause**: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Goal 3: Increase student persistence

Performance Objective 5: All staff will average 2 Remind messages to parents on a weekly basis.

High Priority

Evaluation Data Sources: Remind tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and communicate parent contact on a weekly basis to staff, plus follow up for accountability measures with staff. **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** Sylvia Camacho **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	25%	5%	5%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 4: Persistence is on track to be below 90% for the school year. **Root Cause**: There is a lack of active relationship building in some areas and there is not consistent parent communication at all grade levels.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA North Mission CP will achieve at least 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA reports from SIS personnel.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule, coordinate, & monitor Joyful Monday **Strategy's Expected Result/Impact:** Increased ADA from prior year. **Staff Responsible for Monitoring:** Irma Martinez **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	N/A	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Attendance has been below the district goal of 97% throughout the 2022-23 school year. **Root Cause**: Accountability follow up with parents was not consistent throughout the year.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maintain systems with IHT watches to ensure technology isn't a barrier to meet the goal for respective grade levels. **Strategy's Expected Result/Impact:** 100% of students meet IHT goals **Staff Responsible for Monitoring:** Lisa Salinas **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

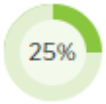
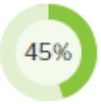
Perceptions
Problem Statement 2: There is a gap in relationship building between Middle School teachers and High School teachers. **Root Cause**: Teachers are usually sitting with their grade team during meetings, events, or team-building activities.

Goal 4: Increase student daily attendance

Performance Objective 3: More than 90% of Escalation Letters are signed and received from students with more than 10 absences.

High Priority

Evaluation Data Sources: Escalation Matrix signed letters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade Level Admin. collecting trends in data on a communal tracker for ADA Escalation Letters/Parental Accountability. **Strategy's Expected Result/Impact:** More than 65% of Escalation Letters to be collected. **Staff Responsible for Monitoring:** Irma Martinez **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Attendance has been below the district goal of 97% throughout the 2022-23 school year. **Root Cause**: Accountability follow up with parents was not consistent throughout the year.

Goal 5: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Staff Development Cycle Reports from District

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff will score a proficient or higher on their GET ratings by the end of the year and the Annual Employee Experience Survey will be at 85% or higher for the campus. **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 1, 2	50%	80%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high-quality candidates per role by using high-quality resume criteria & Ideal Team Player criteria. **Strategy's Expected Result/Impact:** 85% Staff Retention throughout the year and staff score 85% Agree/Strongly Agree on Annual Employee Experience Survey. **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	50%	75%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There were no official ratings for GET 4E, 5A, 5B & 5C. **Root Cause**: Operating mechanisms are in place for ratings throughout 1st semester and 2nd semester leaders are supporting with teaching, exit ticket huddles & supporting with tutoring. There are not enough operating mechanisms for 2nd semester.

Problem Statement 2: 2 of the 4 lowest points of data for the campus are in GET 3, which is the planning Guidepost for Excellent Teaching. **Root Cause**: Staff do not have exemplars for strong key points, exemplar responses, or criteria for mastery within their content at times, so the consistency is not always present or staff are not planning with the end in mind (i.e. STAAR, AP, etc.) to support aligned key points, exemplar responses, etc.

Goal 5: Increase staff retention

Performance Objective 2: IDEA North Mission CP is 95% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: TALAC Meeting Updates and Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria and collaborate with our Talent Partner when a potential vacancy may arise. **Strategy's Expected Result/Impact:** 85% Staff Retention throughout the year and staff score 85% Agree/Strongly Agree on Annual Employee Experience Survey. **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers conduct Empathy Interviews quarterly with direct reports, along with communicating through their language of appreciation on a monthly basis. **Strategy's Expected Result/Impact:** Staff retention stays above 85% throughout the school year. **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize internal candidates in the hiring process through the referral campaign. **Strategy's Expected Result/Impact:** Increase in quality of applications **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

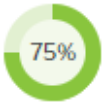
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 3: Increase Annual Employee Experience Survey to have Agree/Strongly Agree at an 85% of higher.

High Priority

Evaluation Data Sources: Annual Employee Experience Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct Empathy Interviews with staff quarterly. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 4: Increase GET ratings for staff on their Annual Performance Review

High Priority

Evaluation Data Sources: Teachboost ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize 10 minutes at staff professional development to have a best practice share on the GET rubric (Teacher leading session). **Strategy's Expected Result/Impact:** GET improvement for all teachers or remain above proficient. **Staff Responsible for Monitoring:** David Wagner **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 1, 2	40%	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: There were no official ratings for GET 4E, 5A, 5B & 5C. **Root Cause**: Operating mechanisms are in place for ratings throughout 1st semester and 2nd semester leaders are supporting with teaching, exit ticket huddles & supporting with tutoring. There are not enough operating mechanisms for 2nd semester.
Problem Statement 2: 2 of the 4 lowest points of data for the campus are in GET 3, which is the planning Guidepost for Excellent Teaching. **Root Cause**: Staff do not have exemplars for strong key points, exemplar responses, or criteria for mastery within their content at times, so the consistency is not always present or staff are not planning with the end in mind (i.e. STAAR, AP, etc.) to support aligned key points, exemplar responses, etc.

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

Performance Objective 1: North Mission CP will stay above grade level enrollment budget drivers set forth by the district throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each student that withdraws throughout the school year, a new student will be recruited and onboarded throughout the year. **Strategy's Expected Result/Impact:** Budget driver enrollment numbers will surpass the target. **Staff Responsible for Monitoring:** Irma Martinez **Problem Statements:** Demographics 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Enrollment is not constant throughout the year. **Root Cause**: There are not enough students on the waiting list for every grade level.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1	Supplies for Parents		$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$3,452.81
				+/- Difference	$1,952.81
				Grand Total Budgeted	$3,452.81
				Grand Total Spent	$1,500.00
				+/- Difference	$1,952.81

IDEA Public Schools

Owassa Academy

2023-2024 Campus Improvement Plan

Board Approval Date: August 29, 2023
Public Presentation Date: August 29, 2023

Mission Statement

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

At IDEA Owassa we provide a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social and emotional development necessary for success in college, career, and life.

Vision

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

We believe… in the potential of ALL students to be their best selves. We believe that a Bronc embodies the values of bravery, strength, perseverance, and honesty.

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 12, 2023

Demographics

Demographics Summary

Owassa Academy serves about 800+ students in grades K-5th in Pharr Texas. We are a public charter school that works by having open enrollment throughout the year. We have a great curriculum in our lower grades Pre-K-2nd that is tailored to each student's need and we also have a great Special Education program with qualified teachers that lets us provide instruction to all students. We are currently at 100% teacher retention so we are proud to say that every year that we retain our teachers, our students are getting the best education possible because our teachers know the curriculum and use best practices to teach our students the skills that they need to know to get one step closer to college. Our school demographics consist of:

African American:0.01%

Hispanic:1.35%

White:71.40%

Asian:0.16%

Economically Disadvantaged:92.40%

EL:49.49%

SPed:5.32%

Female:47.72%

Male:52.27%

Demographics Strengths

Owassa Academy has a strong culture and climate where students, staff, and parents feel a good sense of belonging. Owassa culture is built with a foundation of communication, this helps parents understand the importance of students' presence to ensure a college-ready education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of accountability for students absent affecting ADA, **Root Cause:** Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 2 (Prioritized): There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause:** Lack of consistent celebrations to motivate students and parents to come daily.

Student Learning

Student Learning Summary

Our *Pre-K through 2nd* Grade students ended the year in Reading at 90% on level for DI. Teachers and leaders worked collaboratively to develop intervention plans from the beginning of year utilizing backwards plans. PK-2nd grade students met 90/60/30 for semester exams in Math, Science and Social Studies due to strong lesson delivery. 3*rd*- 5*th* grade teachers worked tirelessly to provide our students with quality instruction that challenged their thinking daily. Our approaches increased from Semester Mock to March Mock. 3*rd* grade ELA team increased from a 40% to a 45%, 4*th* grade increased from 54% to a 67%, and 5*th* grade increased from 54% to a 62%.

Student Learning Strengths

DI Data tracking was an area of strength this school year and progress towards goals was revisited on a weekly basis to drive individualized instruction. Intervention was strategically planned, and time was strictly protected to move data. 1st grade reading had a % on track increase of ten points. Students across all grade levels consistently had anchor charts visible being used as access points and CFS. They use dictionaries daily and were highly encouraged to use them anytime they did not understand a word. This year our students were given the task to collaborate with their peers to give and receive feedback on their oral and written work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need of EL/EB curriculum support across all grade levels. **Root Cause:** There is a lack of teacher training and certification to support our EB students.

Problem Statement 2 (Prioritized): There is a need to focus on student reading comprehension across K-5th grade. **Root Cause:** There is a lack of coaching teachers on comprehension strategies for students to use across contents.

School Processes & Programs

School Processes & Programs Summary

Programs:

- DI Curriculum
- Wit & Wisdom
- Special Education
- Traditional
- Bilingual
- ESL

Processes

- Bi-weekly staff meetings
- Bi-weekly grade level meetings
- Weekly observations as instructional leaders
- Weekly targeted practice sessions
- Weekly Culture and Instructional Rounds
- Weekly Content meetings

School Processes & Programs Strengths

School Processes & Programs Strengths

- **Established processes are followed with fidelity and involve the input of all stakeholders**
- **Processes have served to assist campus in the early identification of students needing special services such as speech, 504, etc.**
- **Teacher Development process continue throughout the year to strengthen teachers still related to instructional delivery**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. **Root Cause:** At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 2 (Prioritized): There is a lack of knowledge and strategies to help our Special populations. **Root Cause:** Teachers have not been trained with strategies.

Problem Statement 3 (Prioritized): There is a lack of trust from some teachers in the lead team **Root Cause:** Some teachers do not feel supported, coached, and validated

Perceptions

Perceptions Summary

Following core values to guide our actions and choices while utilizing data to focus on areas of improvement. Our campus lead team and teachers are quick to follow up on calls and concerns with parents as well as participation in social media and events to involve families.

Perceptions Strengths

An area of strength is that we offer frequent opportunities for parent engagement with small events, we are currently active in social media and quick and frequent with remind announcements and messages, as well as being quick with responses to parents as needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. **Root Cause:** The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

Problem Statement 2 (Prioritized): The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause:** The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Priority Problem Statements

Problem Statement 1: There is a need to focus on student reading comprehension across K-5th grade.

Root Cause 1: There is a lack of coaching teachers on comprehension strategies for students to use across contents.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need of EL/EB curriculum support across all grade levels.

Root Cause 2: There is a lack of teacher training and certification to support our EB students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of accountability for students absent affecting ADA,

Root Cause 3: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations.

Root Cause 4: Lack of consistent celebrations to motivate students and parents to come daily.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%.

Root Cause 5: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a lack of knowledge and strategies to help our Special populations.

Root Cause 6: Teachers have not been trained with strategies.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels.

Root Cause 7: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The problem is there is gap in communication to from teacher to teacher and then teacher to parent.

Root Cause 8: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made
Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a lack of trust from some teachers in the lead team
Root Cause 9: Some teachers do not feel supported, coached, and validated
Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Meet or exceed enrollment targets

Performance Objective 1: 100% of enrollment target will be met or exceed as set by the Texas Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Enrollment Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent weekly and monthly recruitment events **Strategy's Expected Result/Impact:** Ensuring we stay on top of weekly and monthly recruitment events by identifying and planning around it during APO check-ins will result in meeting for exceeding enrollment targets. **Staff Responsible for Monitoring:** Assistant Principal of Operations and Principal **Problem Statements:** Demographics 1	40%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maximizing Social Media and Virtual Recruitment **Strategy's Expected Result/Impact:** By maximizing social media and virtual recruitment by marketing why our school is unique will result in meeting or exceeding enrollment targets **Staff Responsible for Monitoring:** Assistant Principal of Operations and Principal **Problem Statements:** Demographics 2 - Perceptions 2	30%	35%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause**: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause**: Lack of consistent celebrations to motivate students and parents to come daily.

Perceptions

Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause**: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

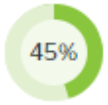
Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: 3rd-5th students perform 90/60/30 as measured by TEA on STAAR in Spring 2025 (HB3). Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 54% in Spring 2024 (HB3). Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 45% to 47% in Spring 2024 (HB3).

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Weekly & Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Coaching and Development **Strategy's Expected Result/Impact:** The impact of observing and coaching will enable teachers to make change in data to ensure first teach is done purposefully and close gaps for all students, including special populations. This will be done on a weekly basis by providing quality lesson plan feedback and weekly coaching focused on Teachboost data. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teacher **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. **Root Cause**: There is a lack of teacher training and certification to support our EB students.
Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. **Root Cause**: There is a lack of coaching teachers on comprehension strategies for students to use across contents.
School Processes & Programs
Problem Statement 1: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. **Root Cause**: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

School Processes & Programs
Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause**: Teachers have not been trained with strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: AC: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Exam Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Student Identification **Strategy's Expected Result/Impact:** The intended impact of this students identification will allow teachers to know who their EB students are and what proficiency level they are at for each ELPS. This will also allow teachers to know exactly what students need help with and what strategies to use during instruction. **Staff Responsible for Monitoring:** Classroom teacher, API, Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	25%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor Growth **Strategy's Expected Result/Impact:** The intended impact will be to use various tools throughout the year to help students increase in at least one proficiency level in ELPS through DI, REN STAR, assessments and observations. **Staff Responsible for Monitoring:** Classroom teachers, API, Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	30%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. **Root Cause**: There is a lack of teacher training and certification to support our EB students.

Student Learning
Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. **Root Cause**: There is a lack of coaching teachers on comprehension strategies for students to use across contents.
School Processes & Programs
Problem Statement 1: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. **Root Cause**: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.
Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause**: Teachers have not been trained with strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: AC: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 Locus Dashboard, TEA,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Afterschool and In-School Tutoring **Strategy's Expected Result/Impact:** The intended result will be to identify students who need to be HB45 classified and start tutoring in October (Tues-Thur) to be able to meet the required hours for each content and close the achievement gaps for each student. **Staff Responsible for Monitoring:** API, Principal, VP **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2	30%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. **Root Cause**: There is a lack of teacher training and certification to support our EB students.
Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. **Root Cause**: There is a lack of coaching teachers on comprehension strategies for students to use across contents.
School Processes & Programs
Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause**: Teachers have not been trained with strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Edcite, Locus Dashboard, LA, Mock Exams, Quizzes, EOM, MM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SpED and Gen Ed Teachers Collaboration **Strategy's Expected Result/Impact:** The intended impact of this strategy will be for our teachers to collaborate to see what accommodations will be purposeful for our students based on their individualized IEPs. **Staff Responsible for Monitoring:** SpEd and Gen Teachers, API , Principals, Ashley Wheeler **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2	25%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

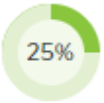
Student Learning
Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. **Root Cause**: There is a lack of teacher training and certification to support our EB students.
Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. **Root Cause**: There is a lack of coaching teachers on comprehension strategies for students to use across contents.
School Processes & Programs
Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause**: Teachers have not been trained with strategies.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Locus Dashboard, Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase visibility of safety protocols on campus **Strategy's Expected Result/Impact:** The intended impact is to increase campus score on parent survey corresponding to campus safety. **Staff Responsible for Monitoring:** APO , CCT committee, all staff **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. **Root Cause**: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.
Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause**: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Goal 3: Increase student persistence

Performance Objective 2: AC: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parents will have a positive experience resulting in a high participation in school events and family engagement activities. **Staff Responsible for Monitoring:** APO, counselor and teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train families in our Parent Academies about Curriculum and how they can help with homework at home. **Strategy's Expected Result/Impact:** 100% of families will know how to help their child at home. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 4.2 **Funding Sources:** Sound System - Title I, Part A (4120) - PAR - $1,500, Meeting Supplies - Title I, Part A (4120) - PAR - $2,007.22	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause**: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Perceptions

Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause**: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Goal 3: Increase student persistence

Performance Objective 3: AC: 100% of classrooms will complete the Anti-Bullying and Safer, Smarter School as required and additional social emotional and/or behavioral health education curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Counselor tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a calendar to deliver Anti-Bullying and Safer, Smarter School curriculum campus wide in order to meet district deadline. **Strategy's Expected Result/Impact:** Will provide a plan for 100% delivery of curriculum **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1	25%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause**: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.
Perceptions
Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. **Root Cause**: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure PE Lesson plans are turned in on a weekly basis and instructional managers provide quality feedback. **Strategy's Expected Result/Impact:** To ensure coaches have a clear plan to get students moving in a fun and engaging way, moving them closer to meeting their individual goals. **Staff Responsible for Monitoring:** Coaches, API, Principal , APO **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitoring and tracking minutes during PE and Recess **Strategy's Expected Result/Impact:** 100% of students are consistently meeting quarterly benchmarks. **Staff Responsible for Monitoring:** Coaches, API **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

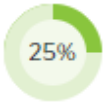
Demographics
Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause**: Lack of consistent celebrations to motivate students and parents to come daily.

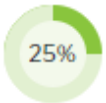
Goal 4: Increase student daily attendance

Performance Objective 2: Owassa Academy will achieve a XX% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Dashboard, ADA Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA Tracking on a daily/weekly basis. **Strategy's Expected Result/Impact:** Being able to identify ADA concerns and follow the ADA Escalation Matrix promptly and consistently. **Staff Responsible for Monitoring:** APO, Teachers, Principal, API's **Title I:** 4.2 **Problem Statements:** Demographics 1, 2 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Investment of all Stakeholders **Strategy's Expected Result/Impact:** At least 90% of students will be on campus every day. **Staff Responsible for Monitoring:** APO, SIS, Teachers, API's, Counselors, Principal **Title I:** 4.2 **Problem Statements:** Demographics 1, 2 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause**: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Demographics

Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause**: Lack of consistent celebrations to motivate students and parents to come daily.

Perceptions

Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. **Root Cause**: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause**: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

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.

Evaluation Data Sources: Retention Dashboard, Staff development Cycle Reports, Great Places to work on survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers and staff are coach and developed throughout the year **Staff Responsible for Monitoring:** Principal and all direct managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause**: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria. **Strategy's Expected Result/Impact:** The impact will be to have a positive school culture, high-quality instruction, and work environment. **Staff Responsible for Monitoring:** Lead Team **Problem Statements:** School Processes & Programs 3	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a lack of trust from some teachers in the lead team **Root Cause**: Some teachers do not feel supported, coached, and validated

Title I Personnel

Name	Position	Program	FTE
Jorge Alanis	Interventionist	Title I	1
Pamela Reyes	AR Zone Faicilitator	Title I	1
Vanessa Villarreal	Interventionist	Title I	1

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Sound System	PAR	$1,500.00
3	2	2	Meeting Supplies	PAR	$2,007.22
				Sub-Total	$3,507.22
				Budgeted Fund Source Amount	$3,507.22
				+/- Difference	$0.00
				Grand Total Budgeted	$3,507.22
				Grand Total Spent	$3,507.22
				+/- Difference	$0.00

IDEA Public Schools

Owassa College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 30, 2023
Public Presentation Date: August 30, 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**

Our school core values are servant leadership, honor, unity, and perserverance. These are the founding core pillars of our school.

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

Demographics

Demographics Summary

IDEA Owassa College Prep, situated in Pharr, Texas, is a charter school that was established in 2018. Currently serving grades 6-10, we welcome students through an open enrollment process. Our educational approach centers around Data Driven Instruction, wherein we set specific numerical objectives and diligently monitor our progress on a daily, weekly, and monthly basis. By analyzing patterns in student misconceptions, we adapt our teaching in real time to effectively cater to the needs of our students. We provide intervention classes and tutoring services to support those who require additional assistance.

Our student body comprises a significant number of first-generation college students, as well as students who commute from Mexico. To aid their educational journey, we offer daily support and tutoring. We take pride in celebrating achievements by acknowledging incremental and individual growth.

At IDEA Owassa, we hold a deep affection for our students. Our school fosters a joyful culture by investing in programs and classes tailored to their unique interests and passions. We offer a variety of CTE courses, after-school electives, and clubs, including the National Honor Society and Student Council. Striving for a culture of accomplishment, we set high expectations for all individuals involved. Recognized as an A campus and considered the best scaling campus among our peers, we currently enroll students in grades 6-10, and we are proud to have 2 AP scholars. We provide Advanced Placement Courses to all students, aiming to surpass lofty academic standards. We impart these skills through our core values, regular culture checks, continuous professional development for our teachers, and a visible administrative presence. Upholding rigorous standards, we tailor our strategies to assist each child in reaching their fullest potential.

Demographics Strengths

46% of students in middle school who received reading intervention grew 2.0 years or higher grade level growth on the Renaissance reading exam.

IDEA Owassa College Prep achieving its mission of college for all in serving a campus of 98% economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of the 56 students who withdrew during the 2022-2023 academic year were of the low socioeconomic population. 10 students of the 56 were withdrawn from our school due to disciplinary reasons. **Root Cause:** A large percentage of our population withdrawing from school have financial instability and face economic hardships to meet basic needs which causes this population to move often. Some students lack parental involvement economic challenges may lead to parents working multiple jobs or long hours, resulting in reduced time for parental involvement in their children's education and limited support.

Problem Statement 2 (Prioritized): Growth for SPED And 504 population has not grown significantly. **Root Cause:** The root cause of the issue is a lack of clear communication and intentional collaboration between general education teachers and intervention teachers, resulting in a limited understanding of each other's roles and responsibilities.

Student Learning

Student Learning Summary

On the mock exam in April data showed that Domain 1 data was at a 67, Domain 2 was at a 77, and Domain 3 was at a 61. Overall data was at a 72, putting us at a C rating. The scores this year were significantly lower than last year's data where Owassa College Prep was rated an A with a 95. In the RISE unit students were able to meet their goal on their reading and math mock exams with 100% passing at level 2 and 33% passing at level 3. In CSI, by the last week of school, the target had not been met and fell short of 3 students. These students are being targeted during summer school until they are able to test again. There was growth in history compared to the 2022 STAAR results. Students had already grown about 10% in their overall SAS.

Student Learning Strengths

- CSI growth throughout the year from the beginning, middle, and end of the year RenStar exam.
- The campus met AR Honor Roll for the 5th time.
- AP World History mock exam data showed 30% of students at a 3 or higher.
- All grade levels showed growth throughout the school year in ELA.
- Students in RISE met their STAAR goal on the mock exams for reading and math in level 2 and 3 percentages.
- In all subjects, there was a growth in writing for short constructed responses.
- Math scores improved specifically in 7th grade, moving from being at the bottom of the district to being at the top of the mid-valley on the last mock exam and in preliminary STAAR results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Writing was not at the forefront of instruction in all subjects. **Root Cause:** Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.

Problem Statement 2 (Prioritized): Students are not held accountable for completing their classwork in the allotted time. **Root Cause:** - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.

School Processes & Programs

School Processes & Programs Summary

We foster the development of instructional leaders through the implementation of the School Leadership Levers, a comprehensive rubric designed to guide and coach essential leadership skills. Each leader formulates a personalized leadership plan at the beginning of the year, identifying specific levers to focus on. Throughout the year, these levers are observed and assessed, and constructive feedback is provided to support leaders in their growth areas. Clear roles and responsibilities are established from the outset using a Responsibility Assignment Matrix (RASI). Each leader is provided with a well-defined scope of work, along with corresponding goals and measurable metrics to gauge their progress.

To ensure effective professional development (PD) for our staff, we employ a data-driven approach. We gather data during instructional rounds and draw insights from metrics such as Average Daily Attendance (ADA), Persistence, and state assessments. This information serves as the basis for designing a well-structured scope and sequence of PD sessions for our teachers. Regular analysis of low assessment data allows us to prioritize coaching for teachers who may require additional support. Additionally, we utilize the GET rubric to determine the specific topics covered in our PD sessions, ensuring alignment with teachers' needs.

Our strategies for supporting teachers include providing targeted coaching and presenting models of effective instructional practices. We offer tangible examples and establish clear criteria for success, fostering a shared understanding of instructional expectations. Through rehearsals and practice sessions, we work closely with teachers to ensure mastery of the identified key skills. Furthermore, we provide comprehensive feedback on lesson plans, enabling teachers to create engaging and impactful learning experiences for their students.

In order to enhance academic outcomes, we have implemented various academic programs, including IXL/Math, DI/DISE, and Accelerated Reader. These programs serve as valuable supplements to our core curriculum, supporting students' learning experiences. We closely monitor the progress of these programs, ensuring that they contribute to student achievement. Importantly, these initiatives also promote equity by offering struggling students equitable access to additional resources and support.

School Processes & Programs Strengths

Curriculum & Instruction:

A significant achievement within IDEA is that over one-third of our students graduate with the distinguished "AP Scholar" designation, which requires earning qualifying score of a 3 on at least three Advanced Placement (AP) exams. This accomplishment highlights their successful completion of college-level coursework prior to graduation.

IDEA is committed to providing students with access to accelerated instruction through our 1:1 technology device initiative. This program equips students with personalized learning experiences, including adaptive software for mathematics and literacy. Additionally, students have access to an extensive digital library boasting hundreds of thousands of books, enhancing their educational resources through the AR programs and IXL

software.

The curricular resources utilized at IDEA are of the highest quality, consistently earning top ratings on national evaluation measures. We diligently evaluate our curriculum using a rigorous assessment tools online and per semester, to ensure alignment with the Texas Essential Knowledge and Skills (TEKS), AP course standards, as well as the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) exams.

IDEA is dedicated to supporting our teachers and leadership staff through various professional development opportunities. These training programs focus on enhancing pedagogical content knowledge among teachers and coaching skills among leaders. By investing in our educators, we strive to continuously improve instructional practices and promote student success.

For 20 consecutive years, IDEA has achieved a remarkable milestone: 100% of our students have gained acceptance into college. This accomplishment serves as a testament to the effectiveness of our academic programming in adequately preparing students for post-secondary education

IDEA Special Programs:

In 2022, IDEA Owassa CSI Team achieved exceptional results by surpassing the expected growth target for English Learners (ELs) in the Texas English Language Proficiency Assessment System (TELPAS). A remarkable 48% of ELs met or exceeded the target, demonstrating their significant progress in language acquisition.

Overall

IDEA places great emphasis on the individualized coaching and development of its employees, recognizing it as a significant contributing factor in enabling new hires to achieve proficiency swiftly and establishing a robust internal pool for promotion opportunities. By providing targeted support and guidance, IDEA ensures that employees can enhance their skills and competencies, ultimately contributing to their professional growth within the organization.

An essential aspect of IDEA's approach is the provision of ongoing feedback, which serves as a valuable tool for employee development. This feedback is accompanied by effective accountability mechanisms that foster a culture of transparency and high performance. By clearly outlining expectations and holding employees accountable for their performance, IDEA cultivates a supportive environment where individuals understand what is required of them and are motivated to excel.

By investing in the growth and development of its employees, IDEA cultivates a culture of continuous improvement and positions itself as an employer of choice within the education sector.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 86% of teachers persisted to 23-24 **Root Cause:** Root Causes - Changes in Roles - Budget Cuts - Work Life Balance

Problem Statement 2 (Prioritized): The family participation in school events vary tremendously between Academy and College Prep **Root Cause:** Root Cause - Lack of combined events - We are not leveraging the relationships and ties that family already have with our campus though these events.

Problem Statement 3 (Prioritized): Lack of Consistent Discipline Ladder for Students **Root Cause:** Root Cause - no single document that gives this guidance for teachers - GTL's were not trained on what is theirs and what is API

Perceptions

Perceptions Summary

We currently do not have graduation or drop out rates since we are a scaling campus.

When conflict arises on campus, we use de-escalation techniques, peer mediation, and establish a supportive environment with students. We offer counseling services to teach students healthy conflict resolution skills and utilize restorative practices that focus on repairing the harm caused by conflicts rather than assigning blame. The main counseling technique used for students is Solution Focused Brief Counseling that emphasizes a collaborative approach to help students define desired outcomes and develop SMART goals.

Our current staff retention is at 80% down from the previous year of 85%. Staff members have high academic expectations for students and build relationships that carry over year after year. Staff members have also adopted an open door policy with families and build strong rapport. Some staff members have expressed feeling overwhelmed with daily duties.

Parent/guardian/community participation is measured by having surveys after parent engagement events and sign in sheets. Some barriers that prevent participation may be transportation for some parents or working schedules. Questions concerning safety and social emotional support have seen an increase since last year.

Perceptions Strengths

Persistence has steadily remained above the 95% benchmark for the entire school year.

Staff has built strong relationships with families who have shared their appreciation for the strong rapport and constant communication.

Staff continues to establish high standards for students academically.

Since the implementation of law enforcement on campus families feel this a physically safe place to send their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%. **Root Cause:** Work life balance Changes in role Budget constraints

Problem Statement 2 (Prioritized): 5 employee departures this school year, higher than average. **Root Cause:** Work life balance Changes in role Budget constraints High stress Fast-paced curriculum

Priority Problem Statements

Problem Statement 1: Growth for SPED And 504 population has not grown significantly.

Root Cause 1: The root cause of the issue is a lack of clear communication and intentional collaboration between general education teachers and intervention teachers, resulting in a limited understanding of each other's roles and responsibilities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 100% of the 56 students who withdrew during the 2022-2023 academic year were of the low socioeconomic population. 10 students of the 56 were withdrawn from our school due to disciplinary reasons.

Root Cause 2: A large percentage of our population withdrawing from school have financial instability and face economic hardships to meet basic needs which causes this population to move often. Some students lack parental involvement economic challenges may lead to parents working multiple jobs or long hours, resulting in reduced time for parental involvement in their children's education and limited support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%.

Root Cause 3: Work life balance Changes in role Budget constraints

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 5 employee departures this school year, higher than average.

Root Cause 4: Work life balance Changes in role Budget constraints High stress Fast-paced curriculum

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are not held accountable for completing their classwork in the allotted time.

Root Cause 5: - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Writing was not at the forefront of instruction in all subjects.

Root Cause 6: Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The family participation in school events vary tremendously between Academy and College Prep

Root Cause 7: Root Cause - Lack of combined events - We are not leveraging the relationships and ties that family already have with our campus though these events.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 86% of teachers persisted to 23-24
Root Cause 8: Root Causes - Changes in Roles - Budget Cuts - Work Life Balance
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of Consistent Discipline Ladder for Students
Root Cause 9: Root Cause - no single document that gives this guidance for teachers - GTL's were not trained on what is theirs and what is API
Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Campus leadership data

Parent/Community Data

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embedded EB Support through IXL, and classroom EB Strategies **Strategy's Expected Result/Impact:** 36% of EB Students increase one proficiency level **Staff Responsible for Monitoring:** API (Brenda Rodriguez) **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2	30%	60%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Writing was not at the forefront of instruction in all subjects. **Root Cause**: Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.
Problem Statement 2: Students are not held accountable for completing their classwork in the allotted time. **Root Cause**: - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.

Goal 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Imbedded time to complete needed hours during the day through hotspot and teacher small group **Strategy's Expected Result/Impact:** 100 percent of students meet hb4545 requirements. **Staff Responsible for Monitoring:** API (Braulio Barranco) **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1, 2	10%	65%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Writing was not at the forefront of instruction in all subjects. **Root Cause**: Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.
Problem Statement 2: Students are not held accountable for completing their classwork in the allotted time. **Root Cause**: - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sped and CSI teachers pull small group intervention and work directly with students and ensure that they reach there goals. **Strategy's Expected Result/Impact:** 100 Percent of Sped Students score at minimum Approaches on STAAR exam **Staff Responsible for Monitoring:** API (Braulio Barranco) **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2	30%	65%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Growth for SPED And 504 population has not grown significantly. **Root Cause**: The root cause of the issue is a lack of clear communication and intentional collaboration between general education teachers and intervention teachers, resulting in a limited understanding of each other's roles and responsibilities.

Goal 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** 100% of students reach their growth goals **Staff Responsible for Monitoring:** APIs **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 **Problem Statements:** Student Learning 1	30%	65%	70%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Writing was not at the forefront of instruction in all subjects. **Root Cause**: Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 90% of student will meet one CCMR Performance objective by end of 11th grade.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track that each grade level is on track to passing the TSI exams starting 8th grade year **Strategy's Expected Result/Impact:** 90% of students are TSI exempt by the end of junior year. **Staff Responsible for Monitoring:** College Counselor (Patricia Rugerio) **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2	20%	45%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Writing was not at the forefront of instruction in all subjects. **Root Cause**: Integrate IXL to ensure that students are beginning aligned revising and editing practice early on. Norming basic rules in writing, revising, and editing in all grades across all contents. Ensuring that teachers are pushing students to speak using complete sentences and/or applying strategies such as Format Matters.
Problem Statement 2: Students are not held accountable for completing their classwork in the allotted time. **Root Cause**: - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All Staff will be trained during BOY on all safety protocols and refreshers will be given once per 9 weeks during staff meetings. **Strategy's Expected Result/Impact:** 100% of staff will be up to date on campus safety protocols **Staff Responsible for Monitoring:** APO (Aidee Villareal) **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%. **Root Cause**: Work life balance Changes in role Budget constraints
Problem Statement 2: 5 employee departures this school year, higher than average. **Root Cause**: Work life balance Changes in role Budget constraints High stress Fast-paced curriculum

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure to plan school meeting and parent event with prior invitations and proper facilities setup. **Strategy's Expected Result/Impact:** 90% of families persist at IDEA OWASSA **Staff Responsible for Monitoring:** APIs and Principal **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Supplies for parent meetings (Report Card Night, Spring Town Hall) - Title I, Part A (4120) - PAR - $1,359.58, AV System - Title I, Part A (4120) - PAR - $1,000	35%	65%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 100% of the 56 students who withdrew during the 2022-2023 academic year were of the low socioeconomic population. 10 students of the 56 were withdrawn from our school due to disciplinary reasons. **Root Cause**: A large percentage of our population withdrawing from school have financial instability and face economic hardships to meet basic needs which causes this population to move often. Some students lack parental involvement economic challenges may lead to parents working multiple jobs or long hours, resulting in reduced time for parental involvement in their children's education and limited support.

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal will meet with counselor on a weekly basis to ensure that a backwards plan is set on how counselor will reach 100 percent of students. **Strategy's Expected Result/Impact:** 100% of students wil have completed anti bullying and safer smarter schools curriculum **Staff Responsible for Monitoring:** School Counselor (Paloma Salinas) **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 100% of the 56 students who withdrew during the 2022-2023 academic year were of the low socioeconomic population. 10 students of the 56 were withdrawn from our school due to disciplinary reasons. **Root Cause**: A large percentage of our population withdrawing from school have financial instability and face economic hardships to meet basic needs which causes this population to move often. Some students lack parental involvement economic challenges may lead to parents working multiple jobs or long hours, resulting in reduced time for parental involvement in their children's education and limited support.

Goal 3: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Owassa will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Homeroom calls by 7:50am to ensure that student is ready to learn by first period. **Strategy's Expected Result/Impact:** Increase ADA by 15% in the year 23-24 **Staff Responsible for Monitoring:** APO, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 3	25%	45%	80%	

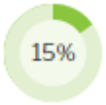
No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not held accountable for completing their classwork in the allotted time. **Root Cause**: - Holding students to high expectations when completing class work during the first teach. - Teaching students about time management so that they are preparing for high school when they take AP exams. - Teachers giving students specific time stamps that help them stay on task and allow the teachers to complete a full lesson cycle during each class period.
School Processes & Programs
Problem Statement 3: Lack of Consistent Discipline Ladder for Students **Root Cause**: Root Cause - no single document that gives this guidance for teachers - GTL's were not trained on what is theirs and what is API

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 Minutes. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that Data board includes MVPA Minutes and it gets updated on a weekly basis **Strategy's Expected Result/Impact:** 100% student meeting MVPA Minutes and tracker **Staff Responsible for Monitoring:** API (Julissa Rodriguez) **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%. **Root Cause**: Work life balance Changes in role Budget constraints

Goal 4: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** increase in 10% Staff retention for the year 23-24 **Staff Responsible for Monitoring:** All School Managers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Perceptions 1, 2	20%	60%	80%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%. **Root Cause**: Work life balance Changes in role Budget constraints
Problem Statement 2: 5 employee departures this school year, higher than average. **Root Cause**: Work life balance Changes in role Budget constraints High stress Fast-paced curriculum

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Owassa is 100% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** 100 percent of campus staff is hired. **Staff Responsible for Monitoring:** Principal and Talent Partner **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Perceptions 1, 2	20%	60%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 75% of employees say it is a great place to work, which is lower than previous years and the average of 80%. **Root Cause**: Work life balance Changes in role Budget constraints
Problem Statement 2: 5 employee departures this school year, higher than average. **Root Cause**: Work life balance Changes in role Budget constraints High stress Fast-paced curriculum

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% of grade level are fully enrolled by the 10th day of school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: during BOY teachers will make welcome/persistence calls to all students. **Strategy's Expected Result/Impact:** 100 percent of student return and persist for the year 23-24 **Staff Responsible for Monitoring:** School Counselor(Palma Salinas) **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the 56 students who withdrew during the 2022-2023 academic year were of the low socioeconomic population. 10 students of the 56 were withdrawn from our school due to disciplinary reasons. **Root Cause**: A large percentage of our population withdrawing from school have financial instability and face economic hardships to meet basic needs which causes this population to move often. Some students lack parental involvement economic challenges may lead to parents working multiple jobs or long hours, resulting in reduced time for parental involvement in their children's education and limited support.
School Processes & Programs
Problem Statement 1: 86% of teachers persisted to 23-24 **Root Cause**: Root Causes - Changes in Roles - Budget Cuts - Work Life Balance

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Supplies for parent meetings (Report Card Night, Spring Town Hall)	PAR	$1,359.58
2	2	1	AV System	PAR	$1,000.00
				Sub-Total	$2,359.58
				Budgeted Fund Source Amount	$2,359.58
				+/- Difference	$0.00
				Grand Total Budgeted	$2,359.58
				Grand Total Spent	$2,359.58
				+/- Difference	$0.00

IDEA Public Schools

Palmview Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 28, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communitiesÂ 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. At IDEA Academy Palmview, we prepare all students for success in college and citizenship. Our scholars understand and embrace the journey to and through college. Our staff, families and the Palmview community are invested in our scholars success and embrace the college going identity as they support our scholars in their journey. We are true to our Team and Family core value because we care about our scholars, staff, families, and community. At IDEA Academy Palmview, scholars receive the highest quality academic education and enrich their learning through hands on activities and real-world learning through an agricultural focus. We understand that the experiences and relationships they build at IDEA Academy Palmview will impact their contributions to their community and beyond. We are aggies because we Know the way, Go the way, and Show the way. To be true to our vision, we will operate each year with three pillars of commitment: Experiences Relationships Excellence.

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: August 28, 2023

Demographics

Demographics Summary

IDEA Palmview Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kinder through 5th grade. It is a public charter school available to all students and focuses on the whole scholar making it the school of choice. IDEA Palmview is located in the Rio Grande Valley serving the community of Mission, Palmview, Penitas, La Joya and McAllen, Tx. For the 22-23 school year it served 628 students in Kinder to 5th grade. The student body is made up of 50.48% Female and 49.52% male. 96.82% of the student population is identified of having a Hispanic-Latino ethnicity.

Palmview Academy serves students with specific supports in place for Emergent Bilinguals (60%), Special Education (11%), At-Risk (75%), and Economically Disadvantaged (96%). Average daily attendance rate for students is 98%.

Palmview Academy employed 32 educators and 15 educational aides in the 2022-23 school year. The number of teachers increased by 4 from the prior year while the number of aides increased by 3. Overall, our educators had a varying level of professional experience: 16% were new to teaching with 0-1 years of experience, 76% had 2-5 years, 8% had 6-10 years. The average years of professional experience was 3-4 years.

Please review our campus Academy Demographics upload in Addendums.

Demographics Strengths

- Staff Retention Rate from 2022-2023 was 92%.
- IDEA Palmview's student body is compromised of the most underserved and at risk students in the community. The neediest of students are in a charter school district whose mission is send 100% of their students to college.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): There is a lack of strong and positive relationships between students and teachers. **Root Cause:** Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Student Learning Summary

Palmview Academy STAAR Results for the 21-22 school year were:

Reading 60/37/12
Math 58/27/11
Overall D

This resulted in the campus placed in a Targeted Improvement Plan.

In our 3rd-4th grades, growth was not evident in Domain 1 - Achievement from the 2022 STAAR assessment and internal benchmarks. Students showed no growth in Approaches, Meets, and Masters in each subject that was tested.

Reading and literacy pose a major concern within our school. Students are not at a proficient reading level that allows them to comprehend and analyze text. This skill is need for their academic success in all subjects.

Student Learning Strengths

1. Our strengths surface in our early primary grades. Our students in Kindergarten through 2nd grade continue to excel in the areas of literacy and math. Our Kindergartners also continue to blossom in the area of reading and have the highest number of students on track of meeting end of year reading goals. The strengths in these grade-levels provides promise that our students in are receiving a solid foundation.
2. Campus assessments are aligned with grade-level TEKS standards, and 90% of the classrooms have evidence of formative assessments aligned to the daily task and at the same level of rigor as top-line assessments.
3. 50% of students needing additional intervention in learning to read (decode) showed 2+ years growth at end of year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2 (Prioritized): Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause:** Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

School Processes & Programs Summary

Staff assignments are reviewed each spring. We seek input from our staff using questioners that allow them to express their thoughts on systems and procedures from the current school year and what aspirations they have for the next. Using teacher and student data, teachers are coached and placed appropriately in each grade level. The leadership team is comprised of the principal, assistant principals, student success advisor, social worker, and testing coordinator. The team was afforded the opportunity to lead a grade level in behavior and attendance.

Staff retention is at 94% of the staff for the 2022-2023 school year. In addition, core content teachers are attending summer professional learning opportunities in the areas of Literacy and Math. Moving forward, in the 2022-23 school year, emphasis will be placed on ensuring that the teachers apply their professional learning in the classroom consistently. There is also a need to strengthen Tier 1 instruction across the grade levels, which begins with improving teacher attendance, effective instructional practices, the implementation of Gradual Release with fidelity, the continued implementation of Direct Instruction, Wit and Wisdom, and Eureka curriculum, and an intentional coaching model that will provide timely feedback. To improve the effectiveness of instruction, systems, and routines, the implementation of the coaching cycle will continue to be non-negotiable and monitored daily. Due to the fact that teachers need to use more of their planning time for instructional purposes professional learning communities {PLCs} will focus on four components; 1) Learning 2) Planning 3) Practice and 4) Data-Driven Analysis. Sessions will be conducted a minimum of one time a week with teachers planning based on these questions, “What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?". Palmview Academy will incorporate a greater emphasis on ELA and Math in all grade levels. Both administration and campus-based coaches will attend PLCs having previously reviewed the curriculum and shared the agenda with teachers. Technology is heavily used for academic achievement. The Instructional Technology Lead will continue to enhance technology and ensure teachers are equipped with the most recent research-based practices. Administrators and Instructional Coaches will aid teacher development throughout the year providing on-the-spot coaching and timely feedback.

School Processes & Programs Strengths

Strengths in the school process can be seen in our students enrolled in our After-School program. These students participated in a variety of academic and non-academic programs where they transferred their experiences to the classroom.

Another strength is that of the teachers attending PLC sessions on time and regularly for the last quarter of the year. Evidence could be seen of teachers transferring what they discussed and learned during PLC in their day-to-day academic routine. In addition, regional coaches played a key role in re-designing the execution of lesson delivery through tight loop coaching. Teachers effectively created groups based on data and purposefully developed academic rotation stations which included a teacher station for small groups, a digital learning station, and an independent skills practice station.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause:** Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 2 (Prioritized): There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Problem Statement 3: On school survey students felt 3.0/5.0 that the behavior of other students hurt or prevented them from learning. **Root Cause:** Ineffective classroom management strategies or lack of clear expectations and boundaries.

Perceptions

Perceptions Summary

An ESF diagnostic was conducted by Panorama Education in the Fall semester of 2022. The report indicates the percentage of favorable responses of each of the (6) Essential Actions by topics using the following descriptors: 1) develop quality leaders 2) Recruit and retain high quality staff 3) Aligned vision and mission 4) use of high quality instruction 5) effective classroom routines along with data driven instruction. The results are as follows by each stakeholder.

Essential Actions	Teachers	Students	Parents
High Quality Leaders	69%	41%	68%
Highly Qualified Educators	52%	67%	60%
Aligned vision/mission	55%	55%	59%
High Quality Instruction	64%	58%	63%
Effective Classroom Routines	56%	60%	64%
Data-Driven Instruction	41%	53%	62%

Perceptions Strengths

The strengths from surveys and a parent focus group were as follows: 1) parents do believe that their children's school is made up of high quality leaders 2) students believe that they are being taught by high quality educators 3) All staff members believe that students are supported on the campus and effective school leadership drives the school towards excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause:** Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Problem Statement 2 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance. **Root Cause:** There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Priority Problem Statements

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners.

Root Cause 1: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills.

Root Cause 2: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles.

Root Cause 3: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a large amount of students in need of additional academic assistance beyond the instructional day.

Root Cause 4: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: English learners, special populations, and 504 students have not achieved their full potential academically.

Root Cause 5: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a lack of strong and positive relationships between students and teachers.

Root Cause 6: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work.

Root Cause 7: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance.

Root Cause 8: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

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

- 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

- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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.

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade through Fifth-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 31% in Spring 2024 (HB3)

High Priority

HB3 Goal

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students identified as needing Compressive Support and Improvement will be serviced for a minimum of 45 minutes daily. **Strategy's Expected Result/Impact:** Intervention programs can help struggling readers catch up to their peers. It will build student confidence which will in turn increase student engagement and decrease behavior problems. This is important for staying on track as reading is fundamental to learning in all subjects. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, and Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** Pens, Books, Paper - Title I, Part A (4120) - $912.55	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade through Fifth-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024. (HB3)

High Priority

Evaluation Data Sources: STAAR data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a high quality lesson internalization guideline for teachers and provide weekly lesson plan feedback **Strategy's Expected Result/Impact:** Teachers will have a develop an increased mastery of content. They will become more knowledgeable and confident in the subject matter and expertise thus increasing student mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	10%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause**: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS official state scores

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of instructional staff will receive professional development in Sheltered Instruction Observation Protocol **Strategy's Expected Result/Impact:** Implementing SIOP strategies in the classroom will increase an ELL's language development and improve TELPAS performance. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Teacher, EB Point Person **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	5%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Student Learning

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards Plan and monitor tutoring plans aligned to HB4545 Accelerated Instruction Criteria in Reading and Math **Strategy's Expected Result/Impact:** Close foundational gaps for students who did not pass STAAR or did not end the year on grade level **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	15%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.
Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Official STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set clear criteria,, roles and responsibilities for SpEd teachers at BOY of how to service push ins and pull out students. **Strategy's Expected Result/Impact:** Special Education teachers will be clear in what is expected of them to service our students to their full potential. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	15%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor the implementation of accommodations for students receiving special education services as specified in the students IEP. **Strategy's Expected Result/Impact:** Special education students will show growth in their state assessments. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	65%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Official STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Ongoing data collection allows teachers to monitor student progress over time, providing a clear picture of the student's learning trajectory. It helps identify students who are progressing, those who are excelling, and those who might need additional support. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	50%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All K-5 teachers will participate in 30 minute PLC meetings using the DDI structure to analyze assessment data, identify instructional gaps and inform targeted support based on instructional recommendations. **Strategy's Expected Result/Impact:** All students in K-5 will show growth in all subject areas. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Grade Team Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	90%	55%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.
Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause**: Instructional staff did not receive professional development nor have access to resources targeting these students groups.
Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.
School Processes & Programs
Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause**: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Goal 2: 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))

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embedding the tracking and monitoring of campus safety scorecard into weekly tactical. **Strategy's Expected Result/Impact:** All administrative stakeholders will be aware and involved in process of responding to current scorecard in order to raise results. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Social Worker, Student Success Advisor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	90%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause**: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 2: 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))

High Priority

Evaluation Data Sources: Internal Calendar and Parent Attendance Tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** This will results in an increase of parent engagement and attendance. **Staff Responsible for Monitoring:** Social Worker, School Success Advisor **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Paper, Pens, sticky notes, clipboards, file folders, speakers - Title I, Part A (4120) - $1,100	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 2: 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))

High Priority

HB3 Goal

Evaluation Data Sources: Move This World Report

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan will be rolled out and monitoring daily to ensure follow through from all stakeholders. **Strategy's Expected Result/Impact:** Students are more likely to engage in the learning process when they feel safe and supported. A bully-free environment encourages participation and interaction, which are crucial for effective learning. **Staff Responsible for Monitoring:** Social Worker, Student Success Advisor **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1 **Funding Sources:** Manipulatives, posters - Title I, Part A (4120) - $1,000	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Perceptions

Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause**: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE is double dosed in the weekly elective block schedule. **Strategy's Expected Result/Impact:** This will provide students with at least two additional opportunities each week to gain minutes. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Coaches **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	80%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly tracking of Locus data dashboard to align/plan aggressive monitoring tool. **Strategy's Expected Result/Impact:** Activity is monitored and students are held accountable to meeting goals. This will improve student health and daily attendance will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Coaches **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	45%	90%		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.
Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Palmview Academy will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus, Daily Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Early intervention and support: Proactive approach to identify and address attendance issues early by establishing a system for tracking and monitoring attendance data on an ongoing basis. Implement a tier targeted intervention for counseling or providing support for students who demonstrate a pattern of absenteeism. **Strategy's Expected Result/Impact:** By implementing a comprehensive attendance improvement plan, we will create a culture of regular attendance that will positively impact student engagement and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 2 - Perceptions 2	30%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Positive Reinforcement and Incentives to motivate and reward students for good attendance. This will include recognizing students with perfect attendance in school wide assemblies and parent weekly, monthly attendance celebrations and incentives. **Strategy's Expected Result/Impact:** Motivating and rewarding students for good attendance encourages them to prioritize attending school regularly. It reinforces the value of consistent attendance and the importance of being present for learning opportunities. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 2 - Perceptions 2	70%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause**: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

Perceptions

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 3: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly tracking of Locus data dashboard to align/plan aggressive monitoring tool. **Strategy's Expected Result/Impact:** Activity is monitored and students are held accountable to meeting goals. This will improve student health and daily attendance will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Coaches **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	80%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause**: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Goal 3: Increase student daily attendance

Performance Objective 4: Reduce the overall chronic student absenteeism rate by 50%.

Evaluation Data Sources: Locus, PowerSchool

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Raise awareness and promote the importance of attendance 1. Launch a school wide campaign and committee to raise awareness about the importance of regular attendance starting with Meet the Teacher Night 2. Use various communication channels to educate students, parents, and staff about he impact of chronic absenteeism on academic achievement such as parent weekly, teacher weekly, and culture rounds 3. Set clear monthly targets with APO, share goals with entire school community, and share weekly progress via teacher weekly and parent weekly **Strategy's Expected Result/Impact:** Implementing these strategies collectively and consistently, while monitoring progress and making necessary adjustments can contribute to a significant reduction in the overall chronic student absenteeism rate. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Collaborate with families by conducting home visits or personalized meetings to understand the underlying reasons for chronic absenteeism and provide appropriate support and resources. **Strategy's Expected Result/Impact:** It will create a supportive and engaging environment that emphasizes the value of regular attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 4: 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.

High Priority

Evaluation Data Sources: Teachboost, Cornerstone

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Through regular feedback and coaching, managers can help employees align their professional goals with campus objectives resulting in achieving higher levels of student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Grade Team Leaders **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers track and respond to data gathered for each staff member through observations and each SDC cycle. **Strategy's Expected Result/Impact:** Tracking data allows managers to identify patterns and trends in staff performance over time. With this insights, managers can individualize support to each staff member. It also allows for leader managers to identify trends and gaps in coaching. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause**: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.
Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause**: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Palmview is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** High quality candidates possess the necessary knowledge, skills, and instructional strategies to effectively educate students. Their expertise and competence can lead to improved overall educational success. They also bring with them a strong work ethic, professionalism, and a passion for education that can contribute to creating a positive school culture and a supportive learning environment for students, teachers, and staff. **Staff Responsible for Monitoring:** Principal, Admin Assistant, Assistant Principals, Grade Team Leaders, Talent Partners **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop a strong employer brand that 1. cultivates a positive and supportive school culture that attracts and retains talented teachers 2. Highlights the school's strengths, achievements, and unique offerings to differentiate it from other educational institutes 3. Encourage current staff to share positive experiences and act as ambassadors for the school **Strategy's Expected Result/Impact:** This will improve Palmview Academy's ability to attract, hire, and retain qualified teachers, thereby ensuring that al teacher positions are staffed throughout the school year. **Staff Responsible for Monitoring:** Principal, Admin Assistant, Assistant Principals, Grade Team Leaders, Social Worker, Student Success Advisor **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	90%	100%	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause**: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause**: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 4: Increase staff retention

Performance Objective 3: IA & CP: Implement strategies to improve staff retention by reducing turnover rate to 90% for the 23-23 school year.

Evaluation Data Sources: Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Regularly assess staff satisfaction and address any concerns or challenges that may impact retention by quarterly surveys and pulse checks. **Strategy's Expected Result/Impact:** When concerns and challenges are actively heard and addressed, employees feel heard and supported. This leads to increased engagement, as they are more likely to be invested in their work and committed to the organization's goals and mission. This will reduce the likelihood of employees seeking opportunities elsewhere. **Staff Responsible for Monitoring:** Principal, Assistant Principals, School Success Advisor, Social Worker, Admin Assistant **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	15%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for recognition and opportunities for growth. 1. Weekly recognition through Aggie spotlights and teacher newsletter 2. Monthly celebrations during Aggie Power Hour: Pride and Performance 3. Opportunities for teachers to have leadership roles **Strategy's Expected Result/Impact:** Providing opportunities for teacher to have recognition and growth not only benefits individual teachers but also has a positive impact on student learning, teacher retention, and the overall school environment. It fosters continuous improvement, professional growth, and a culture of excellence in education. **Staff Responsible for Monitoring:** Principal, Assistant Principals, School Success Advisor, Social Worker, Admin Assistant **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	95%	95%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause**: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% of staff will participate in two student recruitment events and obtain a minimum of 5 student applications.

Evaluation Data Sources: School wide enrollment tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At BOY name staff recruiting expectations and allow for signup and commitment of two recruitment events. Staff will have the option of choosing and an incentive will be tied to recruiting efforts. **Strategy's Expected Result/Impact:** 100% of staff will particpate in school enrollemnt efforts. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 2	50%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. **Root Cause**: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Pens, Books, Paper		$912.55
2	2	1	Paper, Pens, sticky notes, clipboards, file folders, speakers		$1,100.00
2	3	1	Manipulatives, posters		$1,000.00
				Sub-Total	$3,012.55
				Budgeted Fund Source Amount	$3,012.55
				+/- Difference	$0.00
				Grand Total Budgeted	$3,012.55
				Grand Total Spent	$3,012.55
				+/- Difference	$0.00

Addendums

Campus : Idea Palmview Academy

4100 N Schuerbach Rd
Mission, TX 78572
(956) 424-4900 Phone
Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal	Marisol Flores Garza

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Student Total	**628**	**100%**
Kindergarten Grade	117	18.63%
1st Grade	119	18.95%
2nd Grade	123	19.59%
3rd Grade	121	19.27%
4th Grade	122	19.43%
5th Grade	26	4.14%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Gender		
Female	317	50.48%
Male	311	49.52%
Ethnicity		
Hispanic-Latino	608	96.82%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	19	3.03%
Two-or-More	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Dyslexia	5	0.80%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	6	0.96%
Special Education (SPED)	68	10.83%
Bilingual/ESL		
Emergent Bilingual (EB)	376	59.87%
Bilingual	0	0.00%
English as a Second Language (ESL)	110	17.52%
Alternative Bilingual Language Program	236	37.58%
Alternative ESL Language Program	16	2.55%
Title I Part A		
Schoolwide Program	628	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.47%
Other health impairment	10	14.71%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	8	11.76%
Emotional disturbance	1	1.47%
Learning disability	11	16.18%
Speech impairment	20	29.41%
Autism	16	23.53%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.47%
Instructional Settings		
Speech Therapy	18	26.47%
Homebound	1	1.47%
Hospital Class	0	0.00%
Mainstream	4	5.88%
Resource Room	26	38.24%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	18	26.47%
Full-Time Early Childhood	1	1.47%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Associate Degree	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
At-Risk	475	75.64%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	5	0.80%
Intervention Indicator	64	10.19%
Migrant	2	0.32%
Military Connected	0	0.00%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	609	96.97%
Free Meals	411	65.45%
Reduced-Price Meals	91	14.49%
Other Economic Disadvantage	107	17.04%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Administrative Support	7	12.96%
Teacher	32	59.26%
Educational Aide	15	27.78%
Auxiliary	0	0.00%

IDEA Public Schools

Palmview College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 3, 2023
Public Presentation Date: August 3, 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.

IDEA Palmview College Prep

"Of the thousands, be the one." -Drew Brees; NFL quarterback.

Vision: IDEA Palmview College Prep strives to ensure 100% of students reach their full potential of being "the one" prepared for success in college and citizenship. We are guided by three pillars that we instill in our scholars everyday: we have a **choice** in the pathway of our lives, engage and partner with our **community,** and become the **change** we want to see.

Pillar 1: Choice

"It is our choices that show what we truly are, far more than our abilities." – J.K. Rowling

According to the USDA, "between 2010 and 2015 there were more jobs available in agriculture and food systems, renewable energy, and environment than qualified graduates to fill them." IDEA Palmview will answer this need by producing scholars prepared for college in many majors of focus including agriculture.

The IDEA Palmview is composed of three integral components:

- Classroom Instruction aligned to Pre-AP and AP Pathways to college
- Supervised agricultural experience (SAE)
- Student organization (4H and/or FFA)

Pathways:

Our Aggie families come together to make an informed choice toward their future college major in the College of Sciences pathways. We will align curriculum, identify strengths, and provide AP coursework to introduce and engage students in their choice major to encourage self-agency.

A study conducted by Texas A&M, found that many students balance college and jobs. Seidman, author of the new book Crossing the Finish Line: How to Retain and Graduate Your Students. Students "don't understand the cost-benefit of going to college" — the typically higher wages earned by degree-holders — "and we do a bad job of explaining that." I have also seen this firsthand while working in Laredo ISD, IDEA San Juan and Mission. Many of our students, both struggling and high achieving, are enticed by the quick money or easy wages of the pipeline, welding, and trucking industries. They see family members working or are recruited by companies because of their age and resiliency. IPCP will combat this short-term mentality of a "quick win" and focus on long-term effects by creating foundational awareness (family graduation plan meetings, classroom instruction, and labs), learning to balance academics and work (internships, SAEs), along with college experiences (FFA, CSAP) and field lessons (you cannot dream about what you don't know exists).

Supervised agricultural experience (SAE):

Students learn by doing with the SAEs. Agricultural Education teachers assist students in developing an SAE project based on their interests and available opportunities in our community. Most SAE programs are performed outside of regular class time, either after school, at home, or in a place of business. There are four types of SAE programs: exploratory, entrepreneurship, placement, and research/experimentation. This experience allows students to explore possible careers in agriculture and become a competitive college candidate ready to become leaders in their chosen field/college major.

Student organization:

FFA is an intracurricular student organization for those interested in agriculture and leadership. A study conducted by the American Association for Agricultural Education found that the majority of FFA members' three basic human needs are met due to their involvement in career development events, leadership positions, and other FFA activities including "love and belonging, self-esteem, and self-actualization." Of all research questions, the highest concentration of members claimed to have a more enjoyable high school experience as a result of their membership in FFA allowing them to build life-long friendships.

FFA members embrace concepts taught in agricultural science classrooms, build valuable skills through hands-on experiential learning, and each year demonstrate their proficiency in competitions based on real-world agricultural and leadership skills used to prepare them for 235 unique college majors/careers in agriculture and leadership. Competitions also render scholarship opportunities and networking with leaders in the agricultural sciences and business. To date, more than $44 million in FFA collegiate scholarships have been awarded to students pursuing higher education.

Pillar 2: Community

"Alone we can do so little; together we can do so much." - Helen Keller

Family:

When we share connections, values, and work together as a family (parent/school team), we become committed to each other. We cannot achieve our goals alone. We are all partners each giving 100% every day.

Commitment: Upon entering the commitment of joining IDEA Palmview for the duration of our Aggies' middle/high school career, our families start with the end in mind. During WTI, our families experience testimonials from students who have graduated from IDEA, parents of those students, and watch a video of College Signing Day or even visit the event. Many families know there are possibilities but seeing an exemplar that met the goals of being accepted into college(s), moving away/staying local, returning, graduating from college, and starting a career is proving the possible. Families hear testimonies of the parents who sacrificed to know that their sacrifice will also pay off. We won't stop at WTI; every assembly of families will begin with a story of the possible to keep the feeling fresh until our school begins to produce exemplars of our own.

Open, consistent, two-way communication: As a parent, all I really want is for my children to be safe, learn, and be celebrated for their successes. I want to be notified of the struggles in behavior, academics, when they grow, and overcome their obstacles. I want to know what is going on each week/month/year on campus whether it is an event, something is due, informed of a need in advanced with frequent reminders, and know that I am a partner not an obstacle.

As a team it is important to hold each other accountable and welcome feedback. In addition, we will call our families. If a student is absent, we will call because we know they are

missing instruction. We will call if the child is out of uniform because professionalism and safety is essential. We want families to call us when they have questions or share a home situation to make our Aggies feel comfortable and safe. Teachers will call/text/send home notes (called Aggie mail) with updates on progress and positive accolades at least twice a month, if not more, to every single student.

Our families are part of the campus: Our Aggie families know they are part of our everyday by receiving information in several ways including: the parent weekly we call "The Paw Print," a text system called REMIND, our IDEA website, and our Facebook page. Aggie families know what our children are experiencing so they can see the joy through photos and extend support at home. We get to know our families and build quality relationships with them. Our Aggie families are partners and are encouraged to call, send notes, leave comments on our pages, and visit our campus. Our families are welcome to share concerns, accolades, perspectives and ideas.

We know it is crucial to not only be a team but to get to know each member on the team. IPCP will host family events because we want our school to feel like a home away from home for the whole family. Our families participate whether in Donuts with Dad, chaperoning field trips and field lessons, being a guest speaker, attending college counseling sessions, attending Report Card/Open House nights, or simply observing in school tours. Our families participate and are present.

Community:

Our Palmview community is made up of a fellowship with others, as a result of sharing common experiences, attitudes, interests, and goals. We share the goal of having our children meet their full potential, do better than we did, and have a life full of purpose and wellbeing. IDEA Palmview will support this by serving our community and sharing our why we chose to "be the one."

Community Service: At IDEA Palmview we build empathetic students who aren't only prepared to get into college but enter with a purpose, skill sets, and use those skills to get through college in order to return and improve their community. A 126-hour graduation requirement for our students, community service will build joy, belonging, and application of the skills in social engagement, self-agency like problem-solving, advocating, etc. resulting in self-efficacy (independence) and a college-going identity.

Studies conducted by Georgetown, DePaul University (2015), and Birkenholz (1993), have shown that participating in campus organizations increase the likelihood of students not only graduate from college but within the 4-5year mark rather than the 6+ year mark. Students tend to be more successful with higher GPAs if they are involved in student-life organizations on campus because participating creates support-systems, leadership skills, communication skills, time management, and social awareness.

We practice this to learn how to handle all AP coursework and the demands of advanced curriculum by teaching them to get involved with community organizations such as Habitat for Humanity, Mujeres Unidas, participating in pantries, crop sharing with local farmers, becoming historians of the elder community, correct stereotypes with organizations like LUPE who help advocate for the rights of immigrants to be a big brother/sister mentor to our younger students at the academy level.

Service to others helps push our students in the direction of true college readiness by practicing what they learn in the classroom, taking it to the real world, and partnering with people the content is written about and applies. Aggies will engage in community service by grade level to help their community build, act, and thrive. This ranges from being able to 5 times per year (for at least 4 hours each day= 140 hours of service) students will go out to engage in community service projects developed by the school appropriate for the grade level, FFA, and/or mini-capstone/AP Capstone requirements aligned to WE Service.

College and Sharing our Why:

In my leadership story, I mentioned one of the reasons I became the person I am today was due to the realization that it was not my fault that I had obstacles in my life, but it was my responsibility to figure out how to deal with them and build success. I also shared how I feel that it is my responsibility and those of all our Aggie family members to lead by example, show students that anything is possible, and there is no excuse that can stop us. Rather, these are opportunities to answer the call of leadership. We do that by sharing our stories of how we were "the one" in our family and community.

When you walk into classrooms, you'll hear how teachers answered the vocation of education, their underdog stories that took resilience, and turning point moments in their lives. When you set foot in our assemblies, you will hear professionals from our community share their breakthrough moments of "being the one" in their family as a 1st generation college student. When you listen to the student leaders on our campus, you will hear how they have chosen to "be the one," overcome hurdles, and take responsibility. You can also see this in our monthly showcase highlighting a nonstudent Aggie family member who sacrificed and lead their family.

CSAP internships, partnerships with Colleges of Agriculture, and internships with career experts further help our students follow a pathway into college through firsthand experience, inspiring stories, and mentorships. Guest speakers showcase their why, what it takes to be admitted into college as undergraduates and graduate students, follow career paths, and inspire innovation. Everyone on campus will be encouraged to share their story whether it is an administrator, teacher, operations member, student, or even parents because we are proud of where we come from because it helps shape who we are and who we can be in the future!

Pillar 3: Change Agency

"There is no power for change greater than a community discovering what it cares about." – Margaret J. Wheatley

Mini-Capstones:

Academy and middle school students will prep for rigorous independent AP Capstone classes in high school by engaging in mini-capstone projects with a gradual release from whole class projects to small group projects. Students as young as Kindergarten host plant and animal project-based learning experiences in order to be exposed to cause/effect and problem/solutions in agriculture and life sciences to enact change in their community.

AP Capstone:

By their senior year in high school, students can earn the AP Capstone Diploma or the AP Seminar and Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. This endorsement is highly valued on college transcripts and furthers our students' competitive appeal. Benefits include standing out to colleges in the application process, develop key academic skills students use in college and beyond, become self-confident, independent thinkers and problem solvers, and earn college credit that many colleges offer for qualifying scores.

WE Service (AP Partnership):

Through WE Service AP partnership Aggies become agents of change. For instance, students in ourAP Environmental Science students can propose a solution to reduce biodiversity loss; AP Human Geography students can develop an action plan that addresses hunger in our community; AP Studio Art: 2-D Design students can paint a mural to demonstrate their individual perspectives on man-made and natural environments. Service learning incorporated in our AP courses further our students' college-going identity.

Students who earn AP credit with WE Service Recognition may be eligible to apply for AP with WE Service-Learning Scholarship, made possible by the Allstate Foundation. This award recognizes exceptional students who have made a positive impact through their service-learning project (can be combined with their Capstone). $50,000 scholarships are awarded to either an individual student or a team annually. With the WE Service AP endorsement IDEA Agriculture & Science students are that much more sought after, recognized, and competitive in the college admission market. Rather than asking our Aggies what they want to be when they grow up, we ask what problems they want to solve and how can they "be the one."

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: August 3, 2023

Demographics

Demographics Summary

ADA: 92.97%

Persistence: 90.59%

Eco Disc: 96%

EB: 61%

SPED: 21%

FWOS Enrollment: 256 students

Teacher retention: 75%

Teacher-student ratio: 1/25

Certified teachers: 66%

TCP/GET Rubric data:
L1 teachers= 8
L2 teachers= 0
L3 teachers= 6
L4 teachers= 5
L5 teachers= 2

Demographics Strengths

- We know our population of students.
- T-S ratio is 25/1
- All teachers are either highly qualified or certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning. **Root Cause:** Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.

Problem Statement 2 (Prioritized): Family engagement at events is, on average, 30%. **Root Cause:** Lack of educating our parents and low attendance during information nights. Our demographics demonstrates we trend Hispanic with over 95% student population. We have come to a conclusion the education of our families of the special education services, offered support sand collaboration identifying students fell short.

Student Learning

Student Learning Summary

61% of our campus population is EB

21% of our campus population is SPED

Campus Achievement ELA							
Percent at Meets or Above:							
ELA	**All**	**Hispanic**	**Eco Dis**	**EL**	**SpEd (Current)**	**Continue**	**Non-Cont.**
Target	44%	37%	33%	29%	19%	46%	42%
TOTAL SS	**113/256**	**90/245**	**82/248**	**44/152**	**11/56**	**14/31**	**95/226**
BM1	68	66	67	39	1	8	60
SE	45	46	45	29	0	5	41
Mock	47	45	45	33	0	5	44
BM2	58	53	52	31	0	8	43
STAAR	Pending state scoring						
	Review week:						
MM Week 1	27				0		
MM Week 2	38				0		
MM Week 3	75				1		
With RISE	92				18		

Campus Achievement Math
Percent at Meets or Above:

Campus Achievement Math							
MATH	**All**	**Hispanic**	**Eco Dis**	**EL**	**SpEd (Current)**	**Continuous**	**Non-Cont.**
Target	46%	40%	36%	40%	23%	47%	45%
TOTAL SS	**118/256**	**98/245**	**89/248**	**62/152**	**14/56**	**15/31**	**102/226**
BM1	37	35	34	21	1	7	35
SE	80	74	71	39	3	11	69
Mock	44	41	38	22	0	6	36
STAAR	Pending state scores						
	Review week:						
MM Week 1	44				0		
MM Week 2	48				0		
MM Week 3	59				2		
With RISE	76				19		

Campus Growth ELA							
ELA	**All**	**Hisp**	**Eco Dis**	**EL**	**SpEd**	**Continue**	**Non-Cont.**
Target	**66%**	**65%**	**64%**	**64%**	**59%**	**66%**	**67%**
TOTAL SS	**135/203**	**127/195**	**128/201**	**79/123**	**26/43**	**19**	**118**
BM1	96	89	91	58	12	11	82
SE	34	33	33	19	1	6	29
Mock	64	58	60	39	5	8	54
BM2	50	45	45	28	3	7	39
STAAR	Pending						

Campus Growth ELA							
	Review month:						
MM Week 1	42				3		
MM Week 2	49				3		
MM Week 3	82				5		
With RISE	98				21		

Campus Growth Math							
Math	**All**	**Hispanic**	**Eco Dis**	**EL**	**SpEd**	**Continuous**	**Non-Cont.**
Target	**71%**	**69%**	**68%**	**68%**	**61%**	**71%**	**70%**
TOTAL SS	**144/203**	**134/195**	**137/201**	**84/123**	**27/43**	**20/28**	**123/176**
BM1	64	61	59	38	2	11	49
SE	96	91	90	58	4	15	81
Mock	53	52	50	38	3	9	44
STAAR	Pending						
	Review month:						
MM Week 1	53				3		
MM Week 2	74				5		
MM Week 3	84				5		

Campus Growth Math							
Sirius Diagnostic	78	72	73	54	7	11	61
MM Week 4							
With RISE	94				23		

Student Learning Strengths

- Student report card grades are higher than assessment scores noting that teachers did a lot of small group and intervention for students to pass classes and make up work missed.

- Students perform better in smaller scale assessments.
- Students perform better in small groups.
- Growth in Exit Ticket data due to small groups and mastery machine increased student practice after second reteach.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Problem Statement 1: The percent of students that have not mastered foundational skills has increased. **Root Cause:** Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results.

Problem Statement 2 (Prioritized): Problem Statement 2: The percent of students writing at level has decreased. **Root Cause:** Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

School Processes & Programs

School Processes & Programs Summary

TCP/GET Rubric data:
L1 teachers= 8
L2 teachers= 0
L3 teachers= 6
L4 teachers= 5
L5 teachers= 2

Programs and processes include:

- AP for all
- CTE for all
- 4-H and FFA membership for all (student organizations- CTSO)
- Committee meetings with staff held 2 times per month for feedback on upcoming events, initiatives and plans.
- Professional Development held 2 times per month for culture and new district initiatives
- Couse collabs and webinars hosted quarterly-bi-weekly throughout the year by district with content-same teachers
- Leader development and coaching throughout the year through ELC and Compliance training
- CCT team meeting 1X per month to learn and assess our operating safety protocols
- After school programs offered from 3:45-5:30PM every day
- 1:1 technology
- Observations and coaching for leaders and teachers through weekly instructional rounds

School Processes & Programs Strengths

- CTE Agriculture program and awards.
- NTI Persistence is higher than district average 93.1% due to strong onboarding. NTI onboarding and follow up from Ops; siblings and onboarding events; 1st year contacts; parents comparing with other schools (specifically with SPED).
- According to our GPTW survey staff feel:
    1. 90%+ work is meaningful because IDEA isn't easy and most that stay at IDEA care for students and strive for doing better (open to feedback and have that mindset). Collaboration of teachers together. Comradery 86% and contributes to this data. Parent meetings are attended by all the teachers and act as a team. Parents state that hasn't been seen anywhere else. CSD and graduations is a visual for students, staff and families to be reminded of the future for their scholar. Data convo and following up with it consistently and constantly- we see the growth of our work in that data. Observations and coaching convos rooted in data driven instruction.
    2. 90%+ proud of what they have accomplished because we do the work and we celebrate the growth and improvement. Team work contributing to each teacher's data- ELA teacher isn't the only one responsible for the ELA data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff retention is projected at 75%. **Root Cause:** Not meeting enrollment causes staffing and budget cuts stretching each person thin.

Problem Statement 2 (Prioritized): Inconsistent weekly coaching cycle implementation. **Root Cause:** Lack of accountability system and leader capacity development.

Perceptions

Perceptions Summary

GPTW and AEES survey distributed to staff- 75%

TCP/GET Rubric data:
L1 teachers= 8
L2 teachers= 0
L3 teachers= 6
L4 teachers= 5
L5 teachers= 2

Parent and student surveys are at the district average for safe school.

Staff retention: 87% overall

Family engagement is at 30% attendance average for events.

Perceptions Strengths

Looking at the data for Palmview CP: **Idea treats all employees fairly. We are committed to our work and think our job is meaningful**
We a are proud of what we accomplished.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our parent involvement has decreased. **Root Cause:** Inconsistency in multiple methods of communication with parents and reminding them ahead of time and keep reminding as the event gets closer. Point person did not take time to plan at least a month in advance for communication and setting up partnerships.

Problem Statement 2 (Prioritized): Students' negative behaviors have increased. **Root Cause:** Positive redirection culture and Consequence ladder not tracked or kept consistent with our Behavior Management System.

Priority Problem Statements

Problem Statement 1: Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning.

Root Cause 1: Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Family engagement at events is, on average, 30%.

Root Cause 2: Lack of educating our parents and low attendance during information nights. Our demographics demonstrates we trend Hispanic with over 95% student population. We have come to a conclusion the education of our families of the special education services, offered support sand collaboration identifying students fell short.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Problem Statement 1: The percent of students that have not mastered foundational skills has increased.

Root Cause 3: Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Problem Statement 2: The percent of students writing at level has decreased.

Root Cause 4: Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Staff retention is projected at 75%.

Root Cause 5: Not meeting enrollment causes staffing and budget cuts stretching each person thin.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our parent involvement has decreased.

Root Cause 6: Inconsistency in multiple methods of communication with parents and reminding them ahead of time and keep reminding as the event gets closer. Point person did not take time to plan at least a month in advance for communication and setting up partnerships.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students' negative behaviors have increased.

Root Cause 7: Positive redirection culture and Consequence ladder not tracked or kept consistent with our Behavior Management System.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent weekly coaching cycle implementation.

Root Cause 8: Lack of accountability system and leader capacity development.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Student Data: Assessments

- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

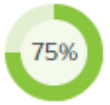
Revised/Approved: July 10, 2023

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: RenStar Assessment
TELPAS District Mock
TELPAS State Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: EB point person pulls out students for TELPAS tutorials 2 weeks prior to testing. **Strategy's Expected Result/Impact:** Students will learn how to use the platform for testing, practice and learn strategies that will help maintain or increase proficiency levels. **Staff Responsible for Monitoring:** TC CSI Point Person EB Point Person **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Rosetta Stone - Title I, Part A (4120), Quarterly Report Card/PTG Parent Night General Supplies - Title I, Part A (4120) - $1,226.79	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: EB students who are first in the US or have not increased in TELPAS proficiency levels are enrolled and tracked in CSI. **Strategy's Expected Result/Impact:** Students will grow 2+ years in reading level on RenStar. **Staff Responsible for Monitoring:** CSI Point Person EB Point Person TD **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	60%	70%	N/A	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning. **Root Cause**: Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.

Student Learning
Problem Statement 1: Problem Statement 1: The percent of students that have not mastered foundational skills has increased. **Root Cause**: Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results.
Problem Statement 2: Problem Statement 2: The percent of students writing at level has decreased. **Root Cause**: Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 PowerSchool tracking
Tutorial, Small Group and Intervention minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After school tutoring, during school tutoring, push in small group instruction, pull out during Hotspot/AR, minute tracking in PowerTeacher. **Strategy's Expected Result/Impact:** Student mastery will increase and 60% of HB4545 students will reach approaches on their STAAR assessment. **Staff Responsible for Monitoring:** Interventionist SPED teachers General Ed teachers API **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	40%	70%	45%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning. **Root Cause**: Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.

Student Learning

Problem Statement 1: Problem Statement 1: The percent of students that have not mastered foundational skills has increased. **Root Cause**: Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results.

Problem Statement 2: Problem Statement 2: The percent of students writing at level has decreased. **Root Cause**: Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: CP: 23% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Internal District Assessments
STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED students assigned to SPED teachers caseload will have 1:1 Check-ins/outs every day to monitor effective accommodation practices/implementation. **Strategy's Expected Result/Impact:** Students are use their accommodations effectively and achieve approaches or higher on assessments. **Staff Responsible for Monitoring:** SPED Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	55%	75%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SPED teachers track progress toward IEP goals and host effective ARD meetings that either confirm interventions are resulting in achievement of Approaches or higher on assessments, adjust interventions to meet the needs of the student, or reevaluate the student needs. **Strategy's Expected Result/Impact:** 100% of SPED students use their accommodations effectively and achieve approaches or higher on assessments. **Staff Responsible for Monitoring:** SPED Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	45%	70%	45%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

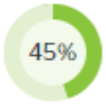
Demographics
Problem Statement 1: Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning. **Root Cause**: Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.
Student Learning
Problem Statement 1: Problem Statement 1: The percent of students that have not mastered foundational skills has increased. **Root Cause**: Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results. **Problem Statement 2**: Problem Statement 2: The percent of students writing at level has decreased. **Root Cause**: Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Internal District Accountability projections
Campus Tracking
District Dashboards
STAAR Assessment
Internal District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ET Huddle and Data Wall tracking to identify and progress monitor students who are on the threshold of meeting their growth goal, STAAR goal, and can increase another performance band. **Strategy's Expected Result/Impact:** Bubble students increase to the next performance band between SE, ME and STAAR. **Staff Responsible for Monitoring:** Teachers API Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Every quarter the campus is able to identify the student priority area to apply interventions. **Staff Responsible for Monitoring:** Teachers API Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	20%	70%	45%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student identification of "at risk" or "special pops" happens throughout the year versus at the beginning. **Root Cause**: Student receive intervention after identified. Identifying our students who may fall borderline 'At Risk' with active child find tool does not happen proactively to support student needs. Our campus currently has 254 students enrolled in CP and out of our current total 180 are classified 'At Risk'.

Student Learning
Problem Statement 1: Problem Statement 1: The percent of students that have not mastered foundational skills has increased. **Root Cause**: Root Cause 1: Smaller group instruction did not begin at the beginning of the year because we prioritized small group instruction and student practice until after mock results.
Problem Statement 2: Problem Statement 2: The percent of students writing at level has decreased. **Root Cause**: Root Cause 2: Expressive Writing did not begin until after the mock in March which builds foundational writing skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 100% of 9th Graders are enrolled in and engage in an ACT + TSI prep course through RTTC to achieve an 18+ on the ACT.

Evaluation Data Sources: Online program- Mastery Prep (ACT)
Online program- Edgenuity (TSI)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC Teacher/College Counselor will teach the importance and impact ACT and TSI have on college readiness. Students are enrolled in the class for the full year and strategically take benchmarks to assess their progress. **Strategy's Expected Result/Impact:** 50% of 9th graders achieve an 18+ on ACT **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	70%	50%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: District Safety Audits
State Safety Audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct safety lessons, drills, and huddle to refine effective safety protocols. **Strategy's Expected Result/Impact:** On track with required district safety drill benchmarks. **Staff Responsible for Monitoring:** APO CCT **ESF Levers:** Lever 3: Positive School Culture	70%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host Campus Crisis Team Meetings to inform, train, and refine methods of response and reflect over effectiveness and safety assessment data. **Strategy's Expected Result/Impact:** On track with 80% or higher in all safety metrics. **Staff Responsible for Monitoring:** APO CCT **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: STREAM tracking
Attendance sign in sheets
School Counselor family communication tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Family attendance increases from 30% engagement average to 50%+ **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1, 2	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Family engagement at events is, on average, 30%. **Root Cause**: Lack of educating our parents and low attendance during information nights. Our demographics demonstrates we trend Hispanic with over 95% student population. We have come to a conclusion the education of our families of the special education services, offered support sand collaboration identifying students fell short.
Perceptions
Problem Statement 1: Our parent involvement has decreased. **Root Cause**: Inconsistency in multiple methods of communication with parents and reminding them ahead of time and keep reminding as the event gets closer. Point person did not take time to plan at least a month in advance for communication and setting up partnerships.
Problem Statement 2: Students' negative behaviors have increased. **Root Cause**: Positive redirection culture and Consequence ladder not tracked or kept consistent with our Behavior Management System.

Goal 2: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: School Counselor tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor implements required curriculum during Aggie Community Circle on Tuesdays throughout the school year. **Strategy's Expected Result/Impact:** Student engagement and calendared dates implemented. **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	30%	100%	100%	

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Students' negative behaviors have increased. **Root Cause**: Positive redirection culture and Consequence ladder not tracked or kept consistent with our Behavior Management System.

Goal 3: Increase student daily attendance

Performance Objective 1: CP: IDEA Palmview will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Students attend school in compliance with the state compulsory law of 90%. Student achievement increases due to students in the seats daily. **Staff Responsible for Monitoring:** Registrar APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%	70%	90%	

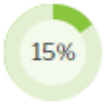
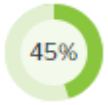
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host parent education events to inform families of the harmful effects of chronic absenteeism on student social-emotional health, academic performance, and the state compulsory law of 90% attendance. **Strategy's Expected Result/Impact:** Students attend school in compliance with the state compulsory law of 90%. Student achievement increases due to students in the seats daily. Families attend the events at 100% in whole group, small group or 1:1 meetings. **Staff Responsible for Monitoring:** APO School Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%	N/A	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: ADA Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Students attend school in compliance with the state compulsory law of 90%. Student achievement increases due to students in the seats daily. **Staff Responsible for Monitoring:** Registrar APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: Reduce chronic absenteeism rate among student population from 30% (2022-23 average) to 10% or less by the end of the 2023-24 academic year.

High Priority

Evaluation Data Sources: Chronic absenteeism rosters from 2022-23 and 2023-24

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Students attend school in compliance with the state compulsory law of 90%. Student achievement increases due to students in the seats daily. **Staff Responsible for Monitoring:** Registrar APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone Dashboard
Org-Wide Survey
Staff Meeting Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff survey results in "I would recommend my manager..." is at 88% or higher. **Staff Responsible for Monitoring:** Instructional coaches/managers API Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	50%	75%	45%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff retention is projected at 75%. **Root Cause**: Not meeting enrollment causes staffing and budget cuts stretching each person thin.
Problem Statement 2: Inconsistent weekly coaching cycle implementation. **Root Cause**: Lack of accountability system and leader capacity development.

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Palmview is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: BOY Positions Filled
Certification %

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Making strategic staffing decisions by: Following the hiring nonnegotiables, selecting a highly qualified candidate, and following through with our onboarding plan. **Strategy's Expected Result/Impact:** 85% of staff are retained for the year. Survey results "I would recommend my managers" are at 88%+ **Staff Responsible for Monitoring:** Instructional coaches/managers API Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2	70%	90%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Campus will have qualified teachers for their role. **Staff Responsible for Monitoring:** Principal Staffing Team	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff retention is projected at 75%. **Root Cause**: Not meeting enrollment causes staffing and budget cuts stretching each person thin.
Problem Statement 2: Inconsistent weekly coaching cycle implementation. **Root Cause**: Lack of accountability system and leader capacity development.

Goal 5: Increase student enrollment to 112 per grade level. (no required performance objectives/strategies)

Performance Objective 1: CP: 100% of full-time staff members complete 2 required SRDs and 1 WTI event to recruit and onboard NTI families.

High Priority

Evaluation Data Sources: APO Staff compliance tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO schedules and hosts SRDs and WTIs including pitch practices for recruitment rehearsals. **Strategy's Expected Result/Impact:** Increase in enrollment. **Staff Responsible for Monitoring:** APO Principal				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Quarterly Report Card/PTG Parent Night General Supplies		$1,226.79
1	1	1	Rosetta Stone		$0.00
				Sub-Total	$1,226.79
				Budgeted Fund Source Amount	$1,226.79
				+/- Difference	$0.00
				Grand Total Budgeted	$1,226.79
				Grand Total Spent	$1,226.79
				+/- Difference	$0.00

IDEA Public Schools

Parmer Park Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Public Presentation Date: September 12, 2023

Mission Statement

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

Parmer Park Academy Vision 2022-2023â€‹

At IDEA Parmer Park academy, our staff will work synergistically by instilling our panther values of pride, academic excellence, accountability and community. As a result, every single one of our students will leave our building as proud panthers, readily equipped with crucial skills to be agents of change and transformative leaders within their communities .

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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Parmer Park sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. School was founded in 2019 , we serve grade levels k-5, we currently have 714 students , 30% of our students are bilingual/ ESL, 33.7% of our students are categorized at risk, our students are predominantly african american and hispanic, teachers have an average experience on 1.6 years. The majority of our staff are also African American and Hispanic. See PDF in adendum for more information.

Demographics Strengths

Teachers appreciated implementation of behavior matrix along with following due process of code of conduct

Teachers appreciated dojo communication, dojo platform and using dojo for incentives

Teachers appreciated comradery from their peers and consistent training on academics pedagogy and support from the lead team.

Parents appreciated immediate response and consistent communication from teachers

Parents appreciated additional tutoring opportunities offered for students

Parents appreciated the increased opportunities for community involvement

School moved consistently along the district in STAAR Assessments for 3rd Math, 3rd ELA, 5th ELA and 5th science

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Accountability for expectations was inconsistent for students, staff, and parents **Root Cause:** Mid year hires, onboarding gaps and staff vacancies lead to gaps in communication and investment from all stake holders, meet the teacher night did not provide clear opportunity for families to be reset on expectations

Problem Statement 2 (Prioritized): Lack of buy in for school incentive system **Root Cause:** Part of incentives were started later on in the year, lack of tangibility delayed student buy in

Student Learning

Student Learning Summary

STAAR Performance 22 23Students grew especially in our focus 3rd grade. Stagnation occurred in 4th in general this year.

Student Learning Strengths

Students showed growth and completed all intervention requirements through the year. At risk/critical students generally grew the most but not enough to be on grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Excessive STAAR Prep Prevented student buy in and love for literacy **Root Cause:** Students engaged in consistent STAAR practice but not actual engagement with critical thinking skills with math curriculum and ELA curriculum. Teachers lacked skill in making curriculum transfer over to tangible test-prep support

Problem Statement 2: Budget cuts and delay in material access created a barrier for conducive learning environment **Root Cause:** Mid year move to teaching staff how to teach curriculum online and on paper with limited technology and paper supply created stress

Problem Statement 3 (Prioritized): 4th grade student achievement data was the lowest comparatively **Root Cause:** Inconsistent staff, staffing gaps, novice teachers developing skills as mid year hires

School Processes & Programs

School Processes & Programs Summary

CNA Low Inference DataTeachers received coaching and development, teacher content mastery was inconsistent through the year.

Teachers wanted more opportunities to collaborate with one another to learn from one another.

Teachers wanted strong communication operating systems and joy factors on campus.

Families requested more events on campus and field trips.

School Processes & Programs Strengths

We enabled alot of systems last year and will use feedback to tighten systems for next year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Internal Staff communication felt overwhelming **Root Cause:** Too many systems caused staff to miss important messaging, communication not concise enough made staff miss important messages

Problem Statement 2: Not all families were connected on dojo **Root Cause:** Lack of investment on dojo with some families caused tension between families and staff when they felt communication fell through

Perceptions

Perceptions Summary

Instability and changes through the year created stress for staff.

Perceptions Strengths

Lead team support and listening to feedback, involving staff in the decision making process

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Average of all Great Place to Work Survey statements was below 50% for IDEA Parmer Park employees for 22-23 school year **Root Cause:** Teachers expressed accountability with colleagues was inconsistent dependent on manager causing sentiments around inequity and contributing to low morale

Problem Statement 2 (Prioritized): Staff retention was below 85% for IDEA Parmer Park Employees for 22-23 school year **Root Cause:** Including staff in the decision making process did not occur until Semester 2

Priority Problem Statements

Problem Statement 1: Accountability for expectations was inconsistent for students, staff, and parents

Root Cause 1: Mid year hires, onboarding gaps and staff vacancies lead to gaps in communication and investment from all stake holders, meet the teacher night did not provide clear opportunity for families to be reset on expectations

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of buy in for school incentive system

Root Cause 2: Part of incentives were started later on in the year, lack of tangibility delayed student buy in

Problem Statement 2 Areas: Demographics

Problem Statement 3: 4th grade student achievement data was the lowest comparatively

Root Cause 3: Inconsistent staff, staffing gaps, novice teachers developing skills as mid year hires

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Internal Staff communication felt overwhelming

Root Cause 4: Too many systems caused staff to miss important messaging, communication not concise enough made staff miss important messages

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Average of all Great Place to Work Survey statements was below 50% for IDEA Parmer Park employees for 22-23 school year

Root Cause 5: Teachers expressed accountability with colleagues was inconsistent dependent on manager causing sentiments around inequity and contributing to low morale

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff retention was below 85% for IDEA Parmer Park Employees for 22-23 school year

Root Cause 6: Including staff in the decision making process did not occur until Semester 2

Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024 (HB3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: API's real time coach and tight loop coach with fidelity **Strategy's Expected Result/Impact:** increased teacher proficiency **Staff Responsible for Monitoring:** Instructional leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 37% in Spring 2024. (HB3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APIS Real time coach and tight loop coach with fidelity **Strategy's Expected Result/Impact:** teacher proficiency around pedagogy and data driven instruction will improve **Staff Responsible for Monitoring:** instructional leader **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 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	85%	45%	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutoring after school **Title I:** 2.4 - **Targeted Support Strategy** **Funding Sources:** Tutoring - Title I, Part A (4120) - PAR - $5,000	100%	100%	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide tutoring during and after school 3 times a week **Strategy's Expected Result/Impact:** Individualized support for critical students **Staff Responsible for Monitoring:** teachers and leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students receive minutes from the beginning of the year **Strategy's Expected Result/Impact:** SPED students receive legally required minutes **Staff Responsible for Monitoring:** instructional leaders and HQ SPED support **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers in best DDI practices **Strategy's Expected Result/Impact:** teachers use data to adjust instruction to improve student achievement outcomes **Staff Responsible for Monitoring:** instructional leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mantain fidelity to safety processes and operating mechanisms **Strategy's Expected Result/Impact:** ensure everyone is on the same page around safety **Staff Responsible for Monitoring:** Principals and APO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and advertise required events at least a month in advance **Strategy's Expected Result/Impact:** Strong attendance outcomes from families **Staff Responsible for Monitoring:** Principals APOS and SC **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete curriculum as part of onboarding students **Strategy's Expected Result/Impact:** students are well versed in curriculum before BOY **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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))

Summative Evaluation: Significant progress made toward meeting Objective

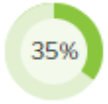
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students have access to IHT working devices **Title I:** 2.4 **Funding Sources:** IHT Monitors - Title I, Part A (4120) - PAR - $2,000	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily, Monthly and Weekly student engagement **Title I:** 4.2 - **Targeted Support Strategy** **Funding Sources:** Money for incentives and field trips - Title I, Part A (4120) - PAR - $5,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Equipment works and is ready for usage **Strategy's Expected Result/Impact:** students work toward fitness goals every day **Staff Responsible for Monitoring:** coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete SDC together as a campus **Strategy's Expected Result/Impact:** Everyone completes it accurately and receives support **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide strong onboarding experience for new hires **Strategy's Expected Result/Impact:** Teachers feel supported and become invested in their development **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IA & CP: IDEA Parmer Park is 100% enrolled by the second week of school for 2023-24 school year.

High Priority

Evaluation Data Sources: Enrollment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Include mandatory super recruitment days at the beginning of the school year, focus on rolling enrollment at BOY

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: IA & CP: IDEA Parmer Park is achieves 90% student persistence for the 2023-24 school year.

High Priority

Evaluation Data Sources: Persistence data/powerschool data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: ensure students who are onboarded receive strong experience and families are clear on transportation

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutoring	PAR	$5,000.00
3	1	1	IHT Monitors	PAR	$2,000.00
3	2	1	Money for incentives and field trips	PAR	$5,000.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$2,903.72
				+/- Difference	-$9,096.28
				Grand Total Budgeted	$2,903.72
				Grand Total Spent	$12,000.00
				+/- Difference	-$9,096.28

IDEA Public Schools

Pflugerville Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 6, 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

Demographics

Demographics Summary

Demographics:

SPED: 9%

ELL: 45.41%

Eco Dis: 77.36%

Migrant: 0%

American-Indian-Alaska-Native: 0.14%

Asian: 5.17%

White-Hispanic: 57.39%

Multi: 2.66%

Black-African American: 20.11%

Native-Hawaiian-Pacific-Islander: 0.59%

White: 12.72%

Male: 52.21%

Female: 47.78%

Demographics Strengths

Highlights:

- YTD ADA increased from 91% (21-22 School Year) to 93.36% (22-23 School Year).
- Overall Student Persistence (76%) and New Family Persistence (64%) increased to 90% of Overall Student Persistence and 84.46% New Family Persistence.
- A-Rated Campus

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Academy ADA was 93.36% YTD (as of 5/30/23). The regional goal is 97.5% YTD. **Root Cause:** (1) Lack of operating mechanisms to track ADA data (2) Lack of follow through on Chronic Absenteeism ADA meetings

Problem Statement 2 (Prioritized): Less than 90% of scholars persisted to the 23-24 School Year. **Root Cause:** (1) Lack of operating mechanisms around school-to-home communication (2) Forms of communication utilized by school are not accessible by all families (i.e., technology illiterate).

Priority Problem Statements

Problem Statement 1: Academy ADA was 93.36% YTD (as of 5/30/23). The regional goal is 97.5% YTD.

Root Cause 1: (1) Lack of operating mechanisms to track ADA data (2) Lack of follow through on Chronic Absenteeism ADA meetings

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 90% of scholars persisted to the 23-24 School Year.

Root Cause 2: (1) Lack of operating mechanisms around school-to-home communication (2) Forms of communication utilized by school are not accessible by all families (i.e., technology illiterate).

Problem Statement 2 Areas: Demographics

Problem Statement 3: Classroom instruction for emerging bilingual education lacked utilization of strategies, data tracking, and teacher investment.

Root Cause 3: (1) Lack of appropriate resources and training for educators in teaching emerging bilingual scholars. (2) Lack of operating mechanisms to track emerging bilingual scholar performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Weak intervention program.

Root Cause 4: (1) Lack of operating mechanisms to track data and student progress. (2) Lack of intervention curriculum. (3) Lack of operating mechanisms to hold teachers accountable.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Less than 85% of staff in AC was retained for the 23-24 School Year.

Root Cause 5: (1) Lack of work/life balance. (2) High-stress environment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Increase in Level 2 and Level 3 Student Code of Conduct infractions.

Root Cause 6: (1) SEL curriculum lacked in-depth instruction on bullying, harassment, and racial misconduct. (2) Lack of resources (i.e., Parenting Classes) for families.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Families desire greater opportunities for feedback and engagement.

Root Cause 7: (1) Family engagement is limited to bi-monthly events, PTO meetings, conferences, and 1:1 communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Implementation of behavior hierarchy did not yield a decrease in Level 2 or Level 3 Behaviors.

Root Cause 8: (1) Lack of data-tracking surrounding student behavior. (2) Lack of accountability for teachers with poor classroom culture.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: September 5, 2023

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 3-5 classes will provide 25 minutes of daily, small-group intervention to scholars who have not mastered the daily objective. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	N/A	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Weak intervention program. **Root Cause**: (1) Lack of operating mechanisms to track data and student progress. (2) Lack of intervention curriculum. (3) Lack of operating mechanisms to hold teachers accountable.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 37% in Spring 2024. (HB3)

High Priority

HB3 Goal

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 3-5 classes will provide 25 minutes of daily, small-group intervention to scholars who have not mastered the daily objective. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Classroom instruction for emerging bilingual education lacked utilization of strategies, data tracking, and teacher investment. **Root Cause**: (1) Lack of appropriate resources and training for educators in teaching emerging bilingual scholars. (2) Lack of operating mechanisms to track emerging bilingual scholar performance.
Problem Statement 2: Weak intervention program. **Root Cause**: (1) Lack of operating mechanisms to track data and student progress. (2) Lack of intervention curriculum. (3) Lack of operating mechanisms to hold teachers accountable.

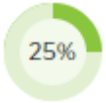
Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Summative Evaluation: No progress made toward meeting Objective

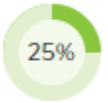
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide quarterly professional development on Emerging Bilingual strategies. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

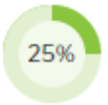
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 3-5 classes will provide 25 minutes of daily, small-group intervention to scholars who have not mastered the daily objective. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lead Team and OPs Team will follow ADA minute-by-minute with fidelity to improve attendance for HB454 scholars. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Academy ADA was 93.36% YTD (as of 5/30/23). The regional goal is 97.5% YTD. **Root Cause**: (1) Lack of operating mechanisms to track ADA data (2) Lack of follow through on Chronic Absenteeism ADA meetings

Student Learning

Problem Statement 1: Classroom instruction for emerging bilingual education lacked utilization of strategies, data tracking, and teacher investment. **Root Cause**: (1) Lack of appropriate resources and training for educators in teaching emerging bilingual scholars. (2) Lack of operating mechanisms to track emerging bilingual scholar performance.

Problem Statement 2: Weak intervention program. **Root Cause**: (1) Lack of operating mechanisms to track data and student progress. (2) Lack of intervention curriculum. (3) Lack of operating mechanisms to hold teachers accountable.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Inclusion SPED teachers will attend monthly content professional development report out on their scholar data. **Title I:** 2.4, 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 **Problem Statements:** Student Learning 2	N/A	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Weak intervention program. **Root Cause**: (1) Lack of operating mechanisms to track data and student progress. (2) Lack of intervention curriculum. (3) Lack of operating mechanisms to hold teachers accountable.

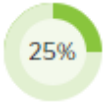
Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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)) **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of Safety Drills will be executed by due date. **Staff Responsible for Monitoring:** APO/FM **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - Title I, Part A (4120) - $1,000	75%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Less than 90% of scholars persisted to the 23-24 School Year. **Root Cause**: (1) Lack of operating mechanisms around school-to-home communication (2) Forms of communication utilized by school are not accessible by all families (i.e., technology illiterate).

Goal 2: 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))

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor and Social Worker will provide Anti-Bullying and Safer, Smarter School curriculum during electives by end of first semester. **Staff Responsible for Monitoring:** School Counselor and Social Worker **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	N/A	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

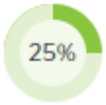
Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Increase in Level 2 and Level 3 Student Code of Conduct infractions. **Root Cause**: (1) SEL curriculum lacked in-depth instruction on bullying, harassment, and racial misconduct. (2) Lack of resources (i.e., Parenting Classes) for families.

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 120 minutes weekly. (TEC 11.253(d)(10))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase data visibility by sending quarterly updates on progress towards goal in School Newsletter. **Strategy's Expected Result/Impact:** Communicate with key stakeholders (students and families) on progress towards goal and cultivate investment. **Staff Responsible for Monitoring:** PE Coaches **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Pflugerville Academy will achieve a 97.5% annual attendance rate for the 23-24 school year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team and OPs Team will follow ADA minute-by-minute with fidelity to improve attendance for HB454 scholars. **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** ADA Incentive - Title I, Part A (4120) - $1,000	N/A	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

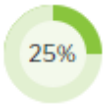
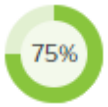
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Academy ADA was 93.36% YTD (as of 5/30/23). The regional goal is 97.5% YTD. **Root Cause**: (1) Lack of operating mechanisms to track ADA data (2) Lack of follow through on Chronic Absenteeism ADA meetings

Goal 4: Increase staff retention

Performance Objective 1: 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.

Summative Evaluation: Significant progress made toward meeting Objective

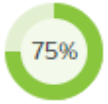
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IDEA Pflugerville is 100% staffed for all teacher positions throughout the 2023-24 school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Staff Responsible for Monitoring:** Talent Team/ Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

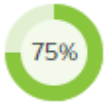
Goal 5: Academy is at 100% of student enrollment by FWOS (696 students).

Performance Objective 1: Tight-loop coach APO and EC on enrollment by creating a week-at-a-glance enrollment plan with weekly goals and having them report out weekly on progress towards goal.

High Priority

Evaluation Data Sources: PowerSchool

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a week-at-a-glance enrollment plan with weekly goals and have APO/EC report out on progress towards goal daily. **Strategy's Expected Result/Impact:** Meet 100% of enrollment. **Staff Responsible for Monitoring:** EC/APO **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I, Part A (4120) - $500	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$1,000.00
3	2	1	ADA Incentive		$1,000.00
5	1	1			$500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$2,572.29
				+/- Difference	$72.29
				Grand Total Budgeted	$2,572.29
				Grand Total Spent	$2,500.00
				+/- Difference	$72.29

IDEA Public Schools

Pharr Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 20, 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: September 20, 2023

Demographics

Demographics Summary

IDEA Pharr Academy is a Kinder-5th grade school in the Rio Grande Valley that serves a high number of English Language learners and Economic disadvantage students. Our schools serves over 800 students from ages 5-11 years of age where they receive various student support programs such as Bilingual, Special Education, and CSI to tailor our education to meet student needs.

Demographics Strengths

At IDEA Pharr we strive to build a strong belief in team and family with all our stakeholders including students, parents, and staff. We work to ensure that every students receives a high quality education by developing high performing teachers to build a foundation in literacy, mathematics, and communication skills to ensure our students succeed through college.

Strengths:

Student data in EOY assesments is higher in the subpopulations of EB, special education and CSI.

IDEA offers competitive pay to our teachers

IDEA Pharr achieves a matriculation rate of 100%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low student ADA for the school year. **Root Cause:** 1. Student absences due to covid guidelines. 2. Teachers lacked a consistent system to call parents when students were absent.

Problem Statement 2 (Prioritized): Students in SPED did not reach proficiency in STAAR exams. **Root Cause:** 1. Inconsistent quality support for students in SPED 2. Inconsistent differentiation support for SPED students

Student Learning

Student Learning Summary

IDEA Pharr Academy performed above the median in area in Pre-K-2nd ELA, Math, Science, and DI data for the school year 2022-2023. Over 50% of students in CSI met and exceed a 2 year growth in Renstar reading assessments from BOY.

Pending STAAR release scores for 22-23

Student Learning Strengths

Increase in student achievement scores from previous STAAR year of 2021-2022.

Strong internal data tracking systems by sub population, grade level, and teacher.

Expected growth met in TELPAS components and composite scores.

Increase and maintained meeting goals in Critical Student Intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams. **Root Cause:** 1. Inconsistent TEKS alignment during lesson planning. 2. Lack of differentiation supports visible in lesson plans 3. Leaders not holding teacher accountable

Problem Statement 2: Teachers lack of quality lesson internalizations aligned to standards. **Root Cause:** 1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission

School Processes & Programs

School Processes & Programs Summary

At IDEA PHARR we have the following:

Curriculum

- K-5th Wit and Wisdom/Eureka/Amplify Science as our core curriculum
- CSI Decoding (3-5th)
- K-2nd Direct Instruction

Professional Development:

At IDEA Pharr we use campus operating mechanisms such as culture and instructional rounds to gather data points, and differentiate our PD sessions. We have STAFF PD on Mondays, and content based PLC's. (Math/science Tuesdays, DI Wednesday, RLA/SS Thursday)

Technology/Extra Curricular?Support Services

As part of our campus model we use several computer based applications for different goals to ensure students are being tracked, provided support, and opportunities for individualized learning in areas such as Hotspot, AR, and PE.

School Processes & Programs Strengths

- IDEA Pharr Retains on average over 90% of our students year over year
- IDEA Pharr parents rate campus at or above 4.7/5 on the statement "my school hold my child to high academic standards"
- IDEA Pharr teachers are rated 3.33 in GET3B lesson planning (22-23)
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase performance of EB scholars in EOY exams. **Root Cause:** 1. Low pool of candidates with required certifications to fill key campus positions to support EB learners. 2. Low number of bilingual/teacher certified teachers.

Problem Statement 2: Increase 1st year teacher proficiency and performance **Root Cause:** 1. Leaders did not provide differentiation supports to teachers 2. Some teachers required targeted coaching 3. Majority of teachers lacked content knowledge

Perceptions

Perceptions Summary

Our school uses real time data to ensure that we target potential root causes, address them, and ultimately close any gaps in our school's systems. Our yearly parent survey, 1st week of school survey, and parent investment meetings such as "coffee with principal, listening school tours, etc" are examples of how we use parent input to drive our campus level decisions. This has allowed for us to meet our 90% persistence goal year after year. Additionally, our campus leadership teams drives to ensure our Professional Development is aligned to our campus priority of providing quality customer service to all staff and stakeholders.

Perceptions Strengths

IA Pharr Strengths:

ADA: Our ADA in our campus is one of the highest in our district's region due to the fact that we ensure we have a solid system for parent communication. We ensure we invest parents and students in our daily activities and celebrations to ensure scholars are in school every day. This year our campus attendance officer ensures that both academy and college prep leaders report out on their attendance rates by grade level and ensure that each leader has blocked off time in their core calendars for attendance calls.

2-Way Feedback: At our campus we have strived to ensure that parents receive a call back between 24 hours that they reach out to the office, here our school team validates parent concerns and ensures we improve on feedback to make our school better for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of parent investment in parent events. **Root Cause:** 1. After covid regulations shifted there was an inconsistent push towards inviting parents to events. 2. Lack of uniformed communication towards parents.

Problem Statement 2: Lack of operating mechanisms to track and ensure ADA goal is met. **Root Cause:** 1. Inconsistency of following through operating mechanisms for ADA 2. Leader/staff accountability in calling families for ADA

Priority Problem Statements

Problem Statement 1: Low student ADA for the school year.

Root Cause 1: 1. Student absences due to covid guidelines. 2. Teachers lacked a consistent system to call parents when students were absent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in SPED did not reach proficiency in STAAR exams.

Root Cause 2: 1. Inconsistent quality support for students in SPED 2. Inconsistent differentiation support for SPED students

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IA Pharr will be focusing on making sure our rising 5th grade students have a solid literacy foundation to ensure they are able to quickly adapt to College Prep grade levels to ensure there success in ACT examinations. **Strategy's Expected Result/Impact:** 100% of students in Pharr CP will score a 21 or higher in the ACT exams. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college	100%	80%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Partner with Pharr CP leadership team to promote and support year long activities to ensure 100% of our seniors are TSIA cleared by EOY. **Strategy's Expected Result/Impact:** 100% of seniors matriculate to college. **Staff Responsible for Monitoring:** Principal and counselors **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Pharr IA: 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase to at or above 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutorials after semester exams for 3-5th reading students who did not meet STAAR performance levels at meets and masters. **Strategy's Expected Result/Impact:** Increase STAAR literacy scores in reading in Domain 3 **Staff Responsible for Monitoring:** Principal and API's **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Pharr IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024. (HB3)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutorials after semester exams for 3-5th math students who did not meet STAAR performance levels at meets and masters. **Strategy's Expected Result/Impact:** Increase STAAR scores in math for Domain 3 **Staff Responsible for Monitoring:** Principal and API's **TEA Priorities:** Build a foundation of reading and math	100%	100%	85%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: Pharr IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will provide daily foundational practice for English Language Learners in classroom setting by providing multiple daily at bats for students to practice speaking, listening, and writing in the classrooms. **Strategy's Expected Result/Impact:** 100% of EB students increase a proficieny level in TELPAS assessments by EOY. **Staff Responsible for Monitoring:** Principal, API managing TC **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: Pharr AC : 100% of identified scholars meet required minutes per House Bill 4545 (HB4545) by EOY

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold BOY STAFF PD, Parent Meeting, and student conferences for H4545 for the school year 23-24 to explain the plan and criteria for success for the H4545. **Strategy's Expected Result/Impact:** 100% of students in h4545 receive a minimum of 30 hours of small group targeted instruction to ensure they reach approaches or higher in the 23-24 STAAR exam. **Staff Responsible for Monitoring:** API **TEA Priorities:** Build a foundation of reading and math	100%	100%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after semester exam in a small group setting to provide targeted teks based interventions. **Strategy's Expected Result/Impact:** 100% of students in Special Education achieve an approaches or higher score in STAAR examinations. **Staff Responsible for Monitoring:** Principal, and SPED manager **TEA Priorities:** Build a foundation of reading and math	100%	100%	65%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After semester exams students begin tracking their own growth goals for Reading and Math STAAR classes for Domain 2-3. **Strategy's Expected Result/Impact:** Increase results in Domain 1-3 from 22-23 school year for the 23-24 school year for an A rating. **Staff Responsible for Monitoring:** Principal, API **TEA Priorities:** Improve low-performing schools	100%	100%	90%	

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that 100% of instructional and operational staff are trained and knowledgeable in all safety measures and procedures by providing an extensive training during beginning of the year professional development and ongoing monthly trainings and follow-up meetings to ensure compliance. **Strategy's Expected Result/Impact:** All staff will be knowledgeable and trained in all campus safety measures and procedures by the beginning of the school year. **Staff Responsible for Monitoring:** Assistant Principal of Operations. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar allotment before beginning of the school year to map out dates for each of the compliance events and praoctively communicate to stakeholders and families through various forms of communication and in all relevant languages. **Strategy's Expected Result/Impact:** All stakeholders will be aware of each event and the established dates prior to the beginning of the school year. Parents and families will have timely notice in relevant language. **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Improve low-performing schools	90%	75%	65%	

No Progress | Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include Anti-Bullying curriculum lessons into culture day non-negotiables for all students to participate in lessons during the first week of school. Map out a rotation calendar through electives rotations and implement to ensure that 100% of "opt-in" students participate in the Safer, Smarter School curriculum. **Strategy's Expected Result/Impact:** The expected result is that 100% of students will complete Anti-Bullying curriculum by first day of school. All "opt-in" students will participate in Safer, Smarter School curriculum during electives rotation following the rotation calendar by the district deadline. **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Improve low-performing schools	50%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 60 min. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: We will target students that are not meeting MVPA requirements by having a biweekly report in beginning and end of week to ensure all students are participating in physical activity.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At our campus, we will plan to coordinate with our PE coaches and teachers to ensure that 100% of our students are meeting their MVPA minutes. We will ensure that any CSI student that is pulled out of PE has an opportunity to meet their MVPA minutes to ensure that this is accessible to all students. **Strategy's Expected Result/Impact:** Students will be able to participate in physical activities every week to ensure they learn about the importance of an active lifestyle. **Staff Responsible for Monitoring:** Principal, PE coaches, API, School Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our strategy will be using messenger to call before OATP so students can be at school, teacher involvement making phone calls daily and SIS/registrar daily email to all staff.	100%	80%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manager work with each team team to provide with differentiated development with focus on developing high performing teachers. **Strategy's Expected Result/Impact:** Rating of proficient or higher during instructional and culture rounds that will impact student learning in the classroom and teacher development . **Staff Responsible for Monitoring:** Responsible staff is manager and lead team when conducting rounds. **TEA Priorities:** Recruit, support, retain teachers and principals	50%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Pharr is 100% 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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Pharr will recruit based on specific school need and knowledge on content of need, by teacher referrals, calling references, patterning up with talent partner for best fit for the campus, and finally going through a teacher panel. **Strategy's Expected Result/Impact:** Teacher familiar with content of need will be able to lesson plan and deliver content . **Staff Responsible for Monitoring:** Managers will be responsible for lesson plan feedback, coaching and feedback for teacher. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing	50%	100%	80%	

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Pharr College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 31, 2023
Public Presentation Date: August 31, 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: September 20, 2023

Demographics

Demographics Summary

IDEA College Preparatory Pharr is a 6th through 12th grade school that services students from the Pharr, San Juan, and Alamo area in the Rio Grande Valley. The school was opened in 2011 and is located in Pharr, Texas. ICP Pharr is an open-enrollment charter school. There are 15 AP classes offered from grades 8 through 12, with 100% of students participating in the AP program. The athletics program has many state titles in volleyball, track, and soccer. The arts program includes mariachi, folklorico, and numerous other activities for students to participate in, with state finalists in UIL Physics and Drama, amongst others. ICP Pharr has over 550 students identified as English Language Learners.

Demographics Strengths

A factor of strength at ICP Pharr is our sense of community and belonging. With all students participating in AP for all, all students coming from our neighboring area, and our families having been at our school since its inception, our families have a strong sense of ownership over our school and therefore work hard to see its continued success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has continued to be low across the board for all grades. **Root Cause:** Families were not engaged in discussions about the importance of attendance from the beginning of the school year.

Problem Statement 2 (Prioritized): There is a need to increase persistence amongst students citing "high school experience" as the reason they are leaving. **Root Cause:** Our rigorous instruction does not leave much room for the normal experiences at another school, such as weekly pep rallies and spirit weeks.

Student Learning

Student Learning Summary

ICP Pharr received an A Rating from TEA last year, and also received 7 out of 7 distinctions. We are performing as well or better than schools with similar demographics, and are able to ensure that our students are meeting their growth goals. Our AP results are consistently higher than previous years, and at all of our mock exams we were showing growth. Initial STAAR results are showing growth from previous years in most subjects.

Our areas of need are mostly around where we can improve our meets and masters for our subjects, as our initial data was showing that students weren't mastering the rigorous content needed.

Student Learning Strengths

We have increased in all areas year over year, ensuring that all students are being taught by a teacher who can provide excellent instruction. Many tests have maintained excellence even with change in test structure, and EL students are continuing to excel.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Instruction doesn't take into account both rigor and accessibility for all EB students, with students needing more scaffolding. **Root Cause:** Teachers want to ensure that all students are receiving rigorous instruction and do not have the training to provide scaffolds for EBs specifically.

Problem Statement 2 (Prioritized): Students receiving a 3 or higher in AP exams that are Math or Science are not as high as in other areas. **Root Cause:** Foundational skills are missing in both math and science for all students.

School Processes & Programs

School Processes & Programs Summary

Our campus uses core leader levers to ensure instructional leaders are able to accomplish their duties well, and with clear expectations for their duties and roles. Our professional development follows a scope and a sequence that assists teachers in the ways that they will need throughout the year, with addtional topics being added as needed. We observe our teachers frequently, and provide feedback on our observations in various ways to ensure that teachers are able to improve often.

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 reatins 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): Staff is not developing their teaching at expected growth levels for all teachers. **Root Cause:** Our staff professional development isn't differentiated based on teacher needs or experience.

Problem Statement 2 (Prioritized): Family engagement is not consistent across all months and grades. **Root Cause:** Our lower grades have more student engagement because parents request it more, but we need to include it for all grades.

Perceptions

Perceptions Summary

ICP Pharr has a 100% graduation rate, with 100% of our students making it to a college of their choice. Our students are able to are 99% Hispanic, with over 97% of them coming from low-income backgrounds. We had quite a few teachers be out throughout the year due to various illnesses, and lost 2 teachers this year.

Perceptions Strengths

Improved in school survey by 18%, with more people feeling that they have a strong team and less people seeing favoritism.

Over 85% of our staff say that our school is a great place to work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More staff turnover this year than in previous years. **Root Cause:** Staff who are not successful do not see a pathway to growth.

Problem Statement 2 (Prioritized): Mental health cases have increased in middle school since last year. **Root Cause:** Students did not have an outlet or a place to share their struggles, and the programming for mental health was inconsistently delivered.

Priority Problem Statements

Problem Statement 1: Attendance has continued to be low across the board for all grades.
Root Cause 1: Families were not engaged in discussions about the importance of attendance from the beginning of the school year.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase persistence amongst students citing "high school experience" as the reason they are leaving.
Root Cause 2: Our rigorous instruction does not leave much room for the normal experiences at another school, such as weekly pep rallies and spirit weeks.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Instruction doesn't take into account both rigor and accessibility for all EB students, with students needing more scaffolding.
Root Cause 3: Teachers want to ensure that all students are receiving rigorous instruction and do not have the training to provide scaffolds for EBs specifically.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students receiving a 3 or higher in AP exams that are Math or Science are not as high as in other areas.
Root Cause 4: Foundational skills are missing in both math and science for all students.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Staff is not developing their teaching at expected growth levels for all teachers.
Root Cause 5: Our staff professional development isn't differentiated based on teacher needs or experience.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: More staff turnover this year than in previous years.
Root Cause 6: Staff who are not successful do not see a pathway to growth.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Family engagement is not consistent across all months and grades.
Root Cause 7: Our lower grades have more student engagement because parents request it more, but we need to include it for all grades.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Mental health cases have increased in middle school since last year.
Root Cause 8: Students did not have an outlet or a place to share their struggles, and the programming for mental health was inconsistently delivered.

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

- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Observation Survey 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
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Action research results

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers integrate rigorous vocabulary lessons into their daily plans. **Strategy's Expected Result/Impact:** Students increase their scores on ACT by improving their knowledge of the subjects. **Staff Responsible for Monitoring:** RTTC teachers, College Counselors **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselor - Title I, Part A (4120)	30%	55%	85%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Instruction doesn't take into account both rigor and accessibility for all EB students, with students needing more scaffolding. **Root Cause**: Teachers want to ensure that all students are receiving rigorous instruction and do not have the training to provide scaffolds for EBs specifically.

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students receive targeted support during RTTC classes. **Strategy's Expected Result/Impact:** 100% of students are TSIA complete by May. **Staff Responsible for Monitoring:** RTTC teachers, College Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselor - Title I, Part A (4120)	50%	55%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Instruction doesn't take into account both rigor and accessibility for all EB students, with students needing more scaffolding. **Root Cause**: Teachers want to ensure that all students are receiving rigorous instruction and do not have the training to provide scaffolds for EBs specifically.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 44% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide students with language objectives in each daily lesson. **Strategy's Expected Result/Impact:** Students will practice speaking, reading, listening, and writing every day. **Staff Responsible for Monitoring:** API, teacher **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create tracker for teachers that aligns identified students with number of minutes required and low performing objectives. **Strategy's Expected Result/Impact:** Students receive targeted instruction and improve test results. **Staff Responsible for Monitoring:** API, teachers of identified students. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	20%	50%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create strategic meeting between Special Education teacher and general education teachers to discuss students and how to improve results. **Strategy's Expected Result/Impact:** Improve teachers ability to provide targeted and effective instruction to SPED students. **Staff Responsible for Monitoring:** API, SPED teacher **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	45%	85%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Improve student performance through targeted instruction on low performing objectives. **Staff Responsible for Monitoring:** API, teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	20%	80%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train all teachers and staff on score card and hold trainings for each aspect. **Strategy's Expected Result/Impact:** School is safe and secure and teachers are able to ensure that all aspects of safety scorecard are monitored. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	80%	85%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

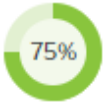
Performance Objective 2: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Families are able to attend multiple events where they feel listened to and supported. **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning	60%	80%	85%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train all teachers on curriculum and hold them accountable to teaching it on assigned days. **Strategy's Expected Result/Impact:** Students feel safe in school and are able to report incidents as needed. **Staff Responsible for Monitoring:** Teachers, APIs **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Pharr CP will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Involve families at school and create parent and community events. **Strategy's Expected Result/Impact:** Families feel more connected to IDEA Pharr CP and students attend more. **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

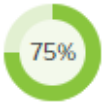
Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 60. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide adequate time in teacher's schedules to give students the minutes necessary. **Strategy's Expected Result/Impact:** Students increase in their engagement in school. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%	60%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff feels heard and supported throughout school year. **Staff Responsible for Monitoring:** API, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Pharr CP is 100% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Ensure all teachers have the tools needed to be successful in their roles. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	55%	75%	85%	

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	College Counselor		$0.00
1	2	1	College Counselor		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,611.10
				+/- Difference	$3,611.10
				Grand Total Budgeted	$3,611.10
				Grand Total Spent	$0.00
				+/- Difference	$3,611.10

IDEA Public Schools

Quest Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 25, 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 25, 2023

Demographics

Demographics Summary

IDEA Quest Academy is a public charter school located on the outskirts of McAllen Texas. Current grades are Pre-Kinder through 5th grade. We currently have open enrollment.

Quest has after school clubs which are directed by 21st Century Grant. The programs vary from academic to extracurricular activities to promote academic success and opportunity for fitness "Healthy Kids Here".

Special programs available on campus are Bilingual/ESL, 504 and Special Education.

Number of Students per Grade Level:

PK: 51

Kinder: 109

1st: 117

2nd: 109

3rd: 126

4th: 114

5th: 123

Ethnic Distribution:

American Indian or Native Alaskan: 2

Asian or Pacific Islander: 12

Black, not of Hispanic origin: 3

Hispanic: 711

White, not of Hispanic Origin: 34

Unclassified: 0

Sex:

Male: 394

Female: 368

Socio economic Status:

Eligible for free meals: 439

Eligible for reduced price meals: 17

Other economic disadvantage: 223

504: 14

EB Students: 335

Dyslexia: 3

Foster Care: 0

Homeless: 1

Immigrants: 9

Migrant: 0

Title 1: 0

Military Connected: 1

Demographics Strengths

IDEA Quest provides an opportunity to economically disadvantaged students. IDEA Quest focuses in ensuring each child is provided with a quality education and know that a college pathway is possible for them.

Ensuring the safety of students, Quest has an armed police officer on campus during the school year due to campus having multiple entry points.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student persistence at IDEA Quest has been a concern for the past few years. It is not only affecting new students but also our returning students. **Root Cause:** (1) Lack of extra-curricular activities that interest our students are not offered at Quest Academy. (2) Lack of building relationship between staff and student.

Problem Statement 2 (Prioritized): Even though IDEA Quest does offer certain UIL sports parents decide to go with public schools to experience the missing activities that are not offered. **Root Cause:** (1) Lack of extra-curricular activities not offered at IDEA Public Schools. (2) Lack of funds to include after school electives

Student Learning

Student Learning Summary

Using our 22-23 mock data, our score for domain 1 is a 75. For domain 2 we scored 84. For domain 3, we scored a 67. When entered into the TEA calculator, our overall estimated score is a 67 projecting our campus to be at a D. We had a 7-point growth in our overall SAS score from semester to mock. Compared to our peers across the district, we outperformed them in math and reading contents. When comparing our special ed population to other campuses in the district, our sped population outperformed the rest of the schools in the math content area. In reading, our students were just above the district average. As of May 5, in Direct Instruction, 98% of our students across PK-2 are on track to meet end of year goal. With this percentage of students on track, this places us 1st amongst the other campuses in our district.

See PDF in Addendum for more information.

Student Learning Strengths

RLA:

In all grade levels, instruction has become horizontally aligned between RLA and writing content, as teachers have a heightened sense of cross-curricular awareness due to consistent collaboration and fidelity of data tracking. They can now accurately identify student misconceptions to address each other's academic gaps.
Vertical alignment has become more succinct with the introduction of specific acronyms such as "RACE" to aid in students producing exemplary writing samples.

Science:

Attention to detail in answering strategic questions using claim and evidence on paper and online vertically aligned in 3rd-5th

Using analytical skills during independent work, breaking down the question, using logic and reasoning to find the answer

Students work across grades in small lab groups using hands-on materials to help formulate hypothesis and make observations

Data analysis skills

Math:

Multiplication mastery using standard algorithm

Daily reference of key points for objective mastery

Math strategies have been vertically aligned across all grade levels

Seamlessly integrated online testing platform from the very start of the year, increasing student exposure to STAAR 2.0 question formats

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students across the RLA content are not earning full credit for written responses. **Root Cause:** Writing instruction is not prioritized in grades K-2. Focus in the lower grades is targeting decoding and fluency skills and is not focused on the foundational skills needed for writing. This causes gaps to be present for our 3rd - 5th grade scholars in writing. Due to having a "quantity over quality" mindset, students go off topic or provide details that are irrelevant to the prompt.

Problem Statement 2: District adopted curriculum does not align to TEKS or question formats that are included on all formal and state exams. **Root Cause:** Math Teachers have not received the required training to incorporate supplemental materials and embed them into their lessons. Quality professional development would help minimize the gaps that exist between the curriculum and the state standards.

Problem Statement 3 (Prioritized): K-4th grade academic vocabulary, and question types within the IDEA science curriculum are not properly scaffolded. **Root Cause:** Due to the curriculum being relatively new to teachers, vertical alignment is virtually nonexistent across grade levels K - 5. This leads to students not being properly prepared for the rigor of the 5th grade science STAAR exam.

School Processes & Programs

School Processes & Programs Summary

Quest Academy coaches and develops leaders through an established rubric by the district (School Leadership Levers). New leaders are provided with an additional coach that assists in the onboarding and development. In addition, a training path is created with a scope and sequence that sets them up for success throughout the year and years to come. Weekly/Bi-Weekly check-ins with each direct report to ensure that development is taking place along with opportunities to provide 2-way feedback. Professional development is provided to staff based on trends identified throughout the school through campus professional development and district provided content specific training. Teachers are developed through classroom observations and coaching using a district wide normed rubric (Guideposts for Excellent Teaching). Our teacher's retention system is through a Teacher Career Pathway and through this the teachers follow a rubric to be placed at different levels of recognition. Our staff follows a Team & Family model where we are all one and are all here for each other. Teacher celebrations at the campus level selected by their peers for Teacher of the Month and Co-Teacher of the month along with Core Value recognitions. In addition, administration promotes a culture of appreciation via monthly token of appreciation and staff gathering, birthday celebrations and attendance recognitions. Our campus follows the district outlined curriculums for all contents in grades Kinder-5th.

See PDF in Addendum for additional information.

School Processes & Programs Strengths

- IDEA Quest Academy Parents rate our campus as 4.9 out of 5.0 on the 2023 family survey statement: "My School is preparing my child for college"
- IDEA Quest Academy parents rate our campus as 4.9 out of 5.0 on the 2023 family survey statement "My school holds my child to high academic standards."
- Staff Retention is above 85%
- 5 Teachers awarded Teacher Incentive Allotment 2023 (3 Master Level & 2 Exemplary level)
- Quest Academy has 14 Master level Teachers through Teacher Career Pathway
- 11 level 4 Advanced IDEA teachers though Teacher Career Pathway

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students in grades K-5 struggle with spelling (including basic sight words). **Root Cause:** Our teachers do not focus on in-depth spelling rules for students to target and master since it is not a component within our RLA blocks, lack of resources for teachers to implement to build spelling.

Problem Statement 2 (Prioritized): Our campus professional development is not differentiated for each staff member. **Root Cause:** Our campus identifies a trend, and all are trained in it regardless of need, it is easier to plan for one track versus multiple, different tutoring/daily schedules that interfere with differentiated trainings.

Perceptions

Perceptions Summary

Our campus uses trackers for each grade level to keep track of the amount of students and parents who show up to our events. We have also started using Stream to document these participation rates.

One of the main barriers that prevent participation would be the time of the events. Some of our events start at 4:30 and end by 5:30/6 pm. Some parents don't get out of work until 5 so it makes it harder for them to show up to our events. Also, some of our flyers don't make it home, or parents don't log into Class Dojo or Remind to see our messages.

Perceptions Strengths

Our campus has a low turn over rate for teachers. Teachers at this campus enjoy the people they work with and the environment they work in.

Also, we have been Campus of the Year for many years and it gives our campus a push to be the best every year.

Our staff has been here for a long time so we know the families and each other. We have an opportunity to create bonds, not only with each other, but also with our returning families year after year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our ADA has been low this past year and this has affected our average for the whole year. **Root Cause:** Students don't have many fun activities to look forward to throughout the year. Many of the things they get are quick and don't take much time.

Problem Statement 2 (Prioritized): Our Campus persistence is low. We have not been meeting our monthly benchmarks throughout the year. **Root Cause:** High homework expectations and too much homework, new family culture shock with uniforms and level of rigor and high expectations, safety.

Priority Problem Statements

Problem Statement 1: Students across the RLA content are not earning full credit for written responses.

Root Cause 1: Writing instruction is not prioritized in grades K-2. Focus in the lower grades is targeting decoding and fluency skills and is not focused on the foundational skills needed for writing. This causes gaps to be present for our 3rd - 5th grade scholars in writing. Due to having a "quantity over quality" mindset, students go off topic or provide details that are irrelevant to the prompt.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our Campus persistence is low. We have not been meeting our monthly benchmarks throughout the year.

Root Cause 2: High homework expectations and too much homework, new family culture shock with uniforms and level of rigor and high expectations, safety.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our ADA has been low this past year and this has affected our average for the whole year.

Root Cause 3: Students don't have many fun activities to look forward to throughout the year. Many of the things they get are quick and don't take much time.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our campus professional development is not differentiated for each staff member.

Root Cause 4: Our campus identifies a trend, and all are trained in it regardless of need, it is easier to plan for one track versus multiple, different tutoring/daily schedules that interfere with differentiated trainings.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our students in grades K-5 struggle with spelling (including basic sight words).

Root Cause 5: Our teachers do not focus on in-depth spelling rules for students to target and master since it is not a component within our RLA blocks, lack of resources for teachers to implement to build spelling.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: K-4th grade academic vocabulary, and question types within the IDEA science curriculum are not properly scaffolded.

Root Cause 6: Due to the curriculum being relatively new to teachers, vertical alignment is virtually nonexistent across grade levels K - 5. This leads to students not being properly prepared for the rigor of the 5th grade science STAAR exam.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Even though IDEA Quest does offer certain UIL sports parents decide to go with public schools to experience the missing activities that are not offered.

Root Cause 7: (1) Lack of extra-curricular activities not offered at IDEA Public Schools. (2) Lack of funds to include after school electives

Problem Statement 7 Areas: Demographics

Problem Statement 8: Student persistence at IDEA Quest has been a concern for the past few years. It is not only affecting new students but also our returning students.
Root Cause 8: (1) Lack of extra-curricular activities that interest our students are not offered at Quest Academy. (2) Lack of building relationship between staff and student.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assist CP staff in providing a positive testing enviroment for students prior to them taking ACTs **Strategy's Expected Result/Impact:** Increase ACT scores **Staff Responsible for Monitoring:** CP Testing Coordinator, CP Principal, and any other CP personnel procotring Exams **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensuring students end the year on grade level and pass assessment to prepare them for college readiness. **Strategy's Expected Result/Impact:** Build college readiness and build foundational skills to meet ACT requirements **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	25%	50%	75%	

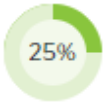
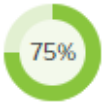
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: TSI scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Collaborate with college counselors for support towards TSIA college readiness benchmark (HB3) **Strategy's Expected Result/Impact:** Ensure all graduates meet requirements for TSIA college readiness **Staff Responsible for Monitoring:** College Counselors **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

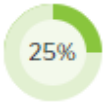
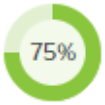
Goal 2: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 67% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bi-Weekly vertical alignment meetings with all RLA instructional Staff **Strategy's Expected Result/Impact:** Increase teacher knowledge to increase 3rd grade RLA scores **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

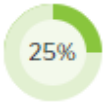
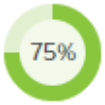
Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 49% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bi-Weekly vertical alignment meetings with all Math instructional Staff **Strategy's Expected Result/Impact:** Increase teacher knowledge to increase 3rd grade Math scores **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

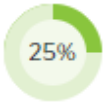
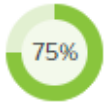
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: mock TELPAS assessment, TELPAS scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct parent meetings to discuss plans for literacy objectives in all contents that will build students ability in reading, writing, and speaking **Strategy's Expected Result/Impact:** Meet Domain 3 TELPAS target **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Literacy resources to increase student scores in RLA - Title I, Part A (4120) - $1,423.13				

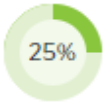
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Internal tracker and PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academic Intervention provided through small group instruction pull outs throughout the instructional day and also afterschool as needed to accelerate instruction and close agademic gaps. **Strategy's Expected Result/Impact:** close academic gap for students and provide growth on state assessments **Staff Responsible for Monitoring:** APIs and SC **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 23% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Locus dashboard, weekly assessments, district benchmarks, STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Special Programs meeting: SPED and students of concern **Strategy's Expected Result/Impact:** Increase SPED STAAR results **Staff Responsible for Monitoring:** Principal and SPED Teacher **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	25%	50%	75%	

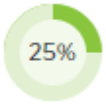
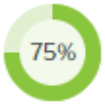
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Quest Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Locus dashboards, weekly assessments, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Hit 90/60/30 across all STAAR contents **Staff Responsible for Monitoring:** APIs, Teachers, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: campus safety audits/walkthroughs, dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly meetings with crisis team to discuss safety concerns and plan accordingly **Strategy's Expected Result/Impact:** Increase student persistence **Staff Responsible for Monitoring:** APO, SC, SW **Title I:** 2.5	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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.

High Priority

Evaluation Data Sources: sign-in sheets, parent contact logs, campus flyers, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance (TEC 11.253(d)(9) **Strategy's Expected Result/Impact:** Meet Students persistence **Staff Responsible for Monitoring:** APO, SC, SW **Title I:** 4.1, 4.2 **Funding Sources:** Family engagement activity games - Title I, Part A (4120) - $2,000	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: district tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate with families about anti-Bullying and safer smarter schools curriculum and track participation rates **Strategy's Expected Result/Impact:** Meet student persistence and reduce the number of student incidents **Staff Responsible for Monitoring:** SC and SW **Title I:** 2.6	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: Fitness ambassadors, fitness gram, campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and manage data weekly to address areas of concern as needed **Strategy's Expected Result/Impact:** Meet PE Honor Roll and increase student attendance **Staff Responsible for Monitoring:** Coaches and API **Title I:** 2.6	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: ADA tracker, escalation matrix meetings/tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate students Monthly for perfect attendance and utilize escalation matrix **Strategy's Expected Result/Impact:** Increase students daily attendance **Staff Responsible for Monitoring:** APO, SIS, SW, SC **Title I:** 2.6	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: campus tracker, Cornerstone data, GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** All campus managers **TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

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

Evaluation Data Sources: Staff retention dashboard, campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role using high quality resume critera **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Hiring Managers **TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%	75%	

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Literacy resources to increase student scores in RLA		$1,423.13
3	2	1	Family engagement activity games		$2,000.00
				Sub-Total	$3,423.13
				Budgeted Fund Source Amount	$3,423.13
				+/- Difference	$0.00
				Grand Total Budgeted	$3,423.13
				Grand Total Spent	$3,423.13
				+/- Difference	$0.00

IDEA Public Schools

Quest College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 25, 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: August 31, 2023

Demographics

Demographics Summary

IDEA Quest College Preparatory is a public charter school located on the outskirts of McAllen Texas. Current grades are 6th - 12th grade. We currently have open enrollment.

Quest has after school clubs which are directed by 21st Century Grant. The programs vary from academic to extracurricular activities to promote academic success and opportunity for fitness "Healthy Kids Here".

Special programs available on campus are Bilingual/ESL, 504 and Special Education.

Number of Students per Grade Level:

6th: 115

7th: 123

8th: 122

9th: 90

10th: 86

11th: 82

12th: 91

Ethnic Distribution:

American Indian or Native Alaskan: 0

Asian or Pacific Islander: 21

Black, not of Hispanic origin: 8

Hispanic: 663

White, not of Hispanic Origin: 17

Unclassified: 0

Sex:

Male: 340

Female: 369

Socio economic Status:

Eligible for free meals: 312

Eligible for reduced price meals: 27

Other economic disadvantage: 257

504: 47

EB Students: 274

Dyslexia: 8

Foster Care: 0

Homeless: 0

Immigrants: 8

Migrant: 1

Title 1: 709

Military Connected: 0

Demographics Strengths

The strengths that were highlighted by the committee were that there is one-to-one communication with parents via Remind, social media posts, and personalized Facebook Class of 2023. This keeps our parents updated with campus, class, and events that are happening. Classrooms sizes are smaller which gives the teachers to student ratio a small percentage. Families are able to make those personal connections with their teachers and staff from year to year. Celebrations are happening throughout the year to let our students know that we appreciate their hard work and efforts. We also noted and highlighted our outstanding athletics program and the many records broken this year. Lastly, we highlighted that we have an armed security guard on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 8th grade students struggle to persist and trasition into 9th grade **Root Cause:** Students seek real public HS experience with other variety of courses such as dual, mechanics

Problem Statement 2 (Prioritized): There are little to no activities in MS. There were fewer pep rally's; MS always eat in classroom; more MS discipline issues. **Root Cause:** The lack of electives and or club because we lack funding, lack of facilities-and lack of teacher investment in extracurricular activities per grade.

Problem Statement 3 (Prioritized): Our special education parents were unhappy about the lack of support and service in the middle school this year. **Root Cause:** The special education department was short staffed and the majority of our students that need the support are in the middle school grade levels.

Student Learning

Student Learning Summary

- 22% Composite score on ACT
- EOC Score STAAR 22-23
- Pending CSI and AP

Student Learning Strengths

- 6-12 Grade students grew 2+ in writing skills
- 6-11th Grade students utilized 1:1 technology for STAAR preparation through out the year.
- 9-10th ELA 97% passed EOC exams
- 100% pass 9th BIO EOC and 11th grade US History
- 6-8th grade students grew 40%+ in math/reading growth goals during mocks
- 30% of AP Mocks on track
- 22% composite score for class on 2023

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause:** 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery

Problem Statement 2 (Prioritized): 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks **Root Cause:** Students are not getting enough at bats and immediate feedback during lesson cycle.

Problem Statement 3 (Prioritized): 10% of seniors graduate with out being TSI cleared and collage readiness clear (CCMR gap) goal of 100% was not met. **Root Cause:** Teachers are inconsistent with extra planning and create purposeful instruction based on student specific gaps.

School Processes & Programs

School Processes & Programs Summary

Quest College Prep receives bi-weekly coaching from its principal. Instructional leaders are observed and feedback is given to teachers through teachboost and coaching follows. When overall trends are identified by instructional leaders. Based on trends, Professional Development sessions are rolled out by Content and Whole Staff. Roles and responsibilities are clear and shared during beginning of the year and aligned to campus priorities and goals. Beginning of the year, professional development is created based on campus needs assessment. Actions taken to support powerful teaching are done through data analysis and by hosting after-school lesson rehearsals. Teachers utilize student-teacher exemplars and analyze exit tickets each period in order to adjust their instruction.

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 16 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.

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 Quest CP's teachers are composed of primarily experienced teachers who have a record of results. Most teachers (>50%) of teachers across the campus are Master Teachers.

Professional Development is provided based off of Campus Needs. Trainings are differentiated to keep focus on development of teachers who are in need of continued support and development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers would like opportunities to led Differentiated Prof. Development for whole campus and not just through content **Root Cause:** Level 4 and 5 teachers have not lead Professional Development this year. It has been all Lead Team lead. We need to offer opportunities for these teachers to differentiate PD that meets the needs of our teachers . A survey could serve as way to get input of PD needed.

Problem Statement 2 (Prioritized): Instructional managers did not email teachers the GET focus and lacked communication in checking for unpacking GET power row **Root Cause:** This year, instructional leaders saw the need to prioritize methods of academic student monitoring in alignment with GET Focus calendar. Teachers are inconsistent in unpacking the GET power row.

Problem Statement 3 (Prioritized): Veteran teachers are set in their ways and in their mindsets. New teachers are in need of development and mentorships to acquaint themselves to school culture and teaching methods/best practices. There is no consistency with meetings to ensure that new teacher needs are being identified and met. **Root Cause:** Campus staff is compromised of two main groups: New teachers who are in need of support, and veteran teachers who are very knowledgeable; however, their mindsets may be contributing factors to our new teachers not receiving the support necessary. Lack of team and family with in teams due to conflicts.

Perceptions

Perceptions Summary

A strong communication is key to academic success. Here at Quest College Preparatory, parents receive crucial information through: Remind, Trailblazer Weekly, Facebook, and other social media platforms. It is important for communication to be a two-way road. Therefore, we have a twenty-four-hour window to reply to parents. What helps Quest CP stay current on campus needs are the two parent surveys: the Fall and Spring Student Family Survey. Having this communication will help us stay current with the needs of our students, which is our top priority, and help us evolve into a stronger academic and athletic program. Our staff is fully committed to creating a learning environment that is both safe and welcoming to our scholars.

Quest College Preparatory faculty and staff retention is above 85% and several of our teachers have been here over 8 years. Our teachers are supported by their managers and other members of lead team. All staff members come together and work as one because we all believe in producing well-rounded world-class citizens that will change the world for the better.

This current year, there was an attempt in creating a parent-teacher organization, but it did not get off the ground. Now that the requirements and expectations are known, we are hoping to have one next year. Having this organization will help solidify our relationship with our parents and community.

Moreover, volunteer opportunities are offered to our students with from various clubs. Also, once students are in high schools, their RTTC teachers help them keep track and organize their volunteer hours.

Perceptions Strengths

Quest College Preparatory develops teachers to be high-performing teachers in their content. Several of our teachers are distinguished master teachers and have high records of results in student achievement. Most of our teachers are level 4 or higher.

Direct managers and campus coaches have been with Quest for multiple years and have a strong sense of Blazer pride. A team of 3 college counselors follow up with our scholars and ensure every student is on track to graduate and matriculate to the university of their choice. Our college counselors also organize the 8^{th} to 9^{th} transition meeting, Excellence Banquet and Senior Graduation.

The social and emotional counselor provides lessons on bullying, making friends, and respect. Moreover, our lead team helps and supports teachers and students with skills needed that are conducive to a safe learning environment. Also, our team meets with new families for any support needed as they transition to a new campus and works with the operations team on persistence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication between staff and lead team could be more efficient. **Root Cause:** In the beginning of the school year, GroupMe was eliminated and reverted to Teams and email due to staff interrupting instruction. for others. Therefore during a crisis teachers feel as if they are not informed. Creating consistency on the messaging

from lead as it cascades to teachers. A remind was created Q3.

Problem Statement 2 (Prioritized): Teachers felt lack of support from administration when it came to discipline and were not resetting classroom expecations nor using positive narration. **Root Cause:** The consequences need to be normed and the steps on the escalation matrix need to be shorten. the lack of consistency in consequences across grade levels became a problem when teachers did not norm as a team.

Problem Statement 3 (Prioritized): Persistence was not met with 90% of students. 20% of students will not be returning for next school year. **Root Cause:** There are not a plethora of clubs and organizations for students to involved in. Also, there could be more appealing incentivizes for ADA and other accolades. Finally, discipline needs to be norm because several students have left due to bullying.

Priority Problem Statements

Problem Statement 1: There are little to no activities in MS. There were fewer pep rally's; MS always eat in classroom; more MS discipline issues.

Root Cause 1: The lack of electives and or club because we lack funding, lack of facilities-and lack of teacher investment in extracurricular activities per grade.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our special education parents were unhappy about the lack of support and service in the middle school this year.

Root Cause 2: The special education department was short staffed and the majority of our students that need the support are in the middle school grade levels.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Instructional managers did not email teachers the GET focus and lacked communication in checking for unpacking GET power row

Root Cause 3: This year, instructional leaders saw the need to prioritize methods of academic student monitoring in alignment with GET Focus calendar. Teachers are inconsistent in unpacking the GET power row.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers would like opportunities to led Differentiated Prof. Development for whole campus and not just through content

Root Cause 4: Level 4 and 5 teachers have not lead Professional Development this year. It has been all Lead Team lead. We need to offer opportunities for these teachers to differentiate PD that meets the needs of our teachers . A survey could serve as way to get input of PD needed.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Persistence was not met with 90% of students. 20% of students will not be returning for next school year.

Root Cause 5: There are not a plethora of clubs and organizations for students to involved in. Also, there could be more appealing incentivizes for ADA and other accolades. Finally, discipline needs to be norm because several students have left due to bullying.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teachers felt lack of support from administration when it came to discipline and were not resetting classroom expecations nor using positive narration.

Root Cause 6: The consequences need to be normed and the steps on the escalation matrix need to be shorten. the lack of consistency in consequences across grade levels became a problem when teachers did not norm as a team.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal

Root Cause 7: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks

Root Cause 8: Students are not getting enough at bats and immediate feedback during lesson cycle.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Veteran teachers are set in their ways and in their mindsets. New teachers are in need of development and mentorships to acquaint themselves to school culture and teaching methods/best practices. There is no consistency with meetings to ensure that new teacher needs are being identified and met.

Root Cause 9: Campus staff is compromised of two main groups: New teachers who are in need of support, and veteran teachers who are very knowledgeable; however, their mindsets may be contributing factors to our new teachers not receiving the support necessary. Lack of team and family with in teams due to conflicts.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 10% of seniors graduate with out being TSI cleared and collage readiness clear (CCMR gap) goal of 100% was not met.

Root Cause 10: Teachers are inconsistent with extra planning and create purposeful instruction based on student specific gaps.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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

- 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 Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college

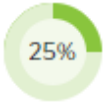
Performance Objective 1: IDEA Quest College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: ACT internal Benchmarks and ACT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 3 tutors used to support students in reading, writing and math to increase student composite for 9-12 graders **Strategy's Expected Result/Impact:** Students get more targeted instruction on ACT **Staff Responsible for Monitoring:** DCC,CC, Hs interventionists and RTTC teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Tutors will be assigned to tier of group of students who will recive individualized support/instruction for ACT and track internal assessments **Strategy's Expected Result/Impact:** Students to grow in areas where content/skill gap is identified **Staff Responsible for Monitoring:** Director of college counselor, College counselor's and RTTC teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause**: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students who have not been TSI cleared will be scheduled to a TSI course in their master schedule as part of intervention for direct teach and receive in class support from teachers and tutors. **Strategy's Expected Result/Impact:** IDEA Quest we inform and prepare students to become 100% TSIA exempt prior to college matriculation to be eligible to enroll in college level courses. **Staff Responsible for Monitoring:** Math and English Teachers, RTTC I-III Teachers, Testing Coordinators, TSI Site Managers, Directors of College Counseling and College Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 3 - School Processes & Programs 3	15%	50%	85%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 10% of seniors graduate with out being TSI cleared and collage readiness clear (CCMR gap) goal of 100% was not met. **Root Cause**: Teachers are inconsistent with extra planning and create purposeful instruction based on student specific gaps.

School Processes & Programs

Problem Statement 3: Veteran teachers are set in their ways and in their mindsets. New teachers are in need of development and mentorships to acquaint themselves to school culture and teaching methods/best practices. There is no consistency with meetings to ensure that new teacher needs are being identified and met. **Root Cause**: Campus staff is compromised of two main groups: New teachers who are in need of support, and veteran teachers who are very knowledgeable; however, their mindsets may be contributing factors to our new teachers not receiving the support necessary. Lack of team and family with in teams due to conflicts.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Telpas Benchmark and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of EB students will attain license from Rosetta stone and will receive direct instruction during catalyst and seminar courses **Strategy's Expected Result/Impact:** EB students will demonstrate growth in speaking, reading and writing and overall maintain or grow in composite score **Staff Responsible for Monitoring:** ELL coordinator, TC , reading and writing teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	25%	40%	80%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

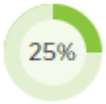
Student Learning
Problem Statement 2: 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks **Root Cause**: Students are not getting enough at bats and immediate feedback during lesson cycle.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 tracker PowerTeacher, attendance records, and assessment trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At risk students will be receiving direct instruction to attain minutes required with the focus on closing content/ skill gap in math and reading. (afterschool, during school tutoring) **Strategy's Expected Result/Impact:** Close the gap in math and reading so there are less to no students noted at end of year **Staff Responsible for Monitoring:** HB4545 point person, math/reading teachers. reading and math instructional managers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause**: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery
Problem Statement 2: 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks **Root Cause**: Students are not getting enough at bats and immediate feedback during lesson cycle.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Summative, mock and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students will receive content mastery through catalyst, seminars and attend afterschool/ Saturday tutorials **Strategy's Expected Result/Impact:** On track to pass staar assessment with raw score of approaches or higher **Staff Responsible for Monitoring:** Sped Leader, Sped support teacher, STAAR tested teachers and all instructional managers, principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 3 - Student Learning 1	25%	35%	60%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Our special education parents were unhappy about the lack of support and service in the middle school this year. **Root Cause**: The special education department was short staffed and the majority of our students that need the support are in the middle school grade levels.

Student Learning
Problem Statement 1: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause**: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery

Goal 2: IDEA achieves an A Rating

Performance Objective 4: QCP: School achieves 90/60/30 in approaches/meets/masters as measured by the 6-8 Reading STAAR State Exam

High Priority

HB3 Goal

Evaluation Data Sources: Locus dashboard, STAAR portal, internal and external benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will identify at risk students and push meets and masters for all assessments and have 1:1 growth goal conversations for early tracking their progress in all STAAR assessments **Strategy's Expected Result/Impact:** At risk students to be monitored beyond pass approach level in each staar tested subject so 90%+ meet the goal **Staff Responsible for Monitoring:** ALL teachers and staff who supports the grade level **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1, 2	5%	50%	95%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Students closing academic gap in growth goals **Staff Responsible for Monitoring:** all teachers, leaders, managers, and principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	25%	50%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause**: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery

Problem Statement 2: 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks **Root Cause**: Students are not getting enough at bats and immediate feedback during lesson cycle.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: QCP achieves 90/60/30 in approaches/meets/masters as measured by the 6-Alg 1 Math STAAR State Exam

High Priority

HB3 Goal

Evaluation Data Sources: Locus dashboard, STAAR portal, internal and external benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Sped, AB at tisk students meet growth goals in both reading and math **Staff Responsible for Monitoring:** Teachers, assitant prinicipals, manangers and principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	25%	50%	85%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: SPED students are struggling with reading and math skills and 90% of sped students are not meeting their growth goal **Root Cause**: 3 sped teachers to serve over 30 students. one sped teacher that services 6 and 7th grade reading and math with no reading skills. Other 2 sped teachers support HS courses and EOC. MS needs to be prioritized for content mastery
Problem Statement 2: 40% of 6-8th grade EB students are not at grade level for math and reading according to benchmarks/mocks **Root Cause**: Students are not getting enough at bats and immediate feedback during lesson cycle.

Goal 3: Increase student persistence

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

Evaluation Data Sources: APO board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review BOY scorecard and set internal deadlines and send surveys to implement input **Strategy's Expected Result/Impact:** Advanced rating where staff, students and families feel safe **Staff Responsible for Monitoring:** Principal, apo, API, SAA, DCC, CC **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 2	15%	50%	95%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Teachers felt lack of support from administration when it came to discipline and were not resetting classroom expecations nor using positive narration. **Root Cause**: The consequences need to be normed and the steps on the escalation matrix need to be shorten. the lack of consistency in consequences across grade levels became a problem when teachers did not norm as a team.

Goal 3: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: WTI tracker, Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 6-12 grade level team will host family engagement each month to facilitate training in math, reading, skills, and social and emotional support. **Strategy's Expected Result/Impact:** 100% of students and families persist **Staff Responsible for Monitoring:** ALL staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Atv tech speakers, boards, supplies for events, pointers. - Title I, Part A (4120) - $2,948.24	25%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Tmely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253 (d) (9)) **Strategy's Expected Result/Impact:** 100% of students and families persist **Staff Responsible for Monitoring:** ALL staff **Title I:** 2.5, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 3	25%	50%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: Persistence was not met with 90% of students. 20% of students will not be returning for next school year. **Root Cause**: There are not a plethora of clubs and organizations for students to involved in. Also, there could be more appealing incentivizes for ADA and other accolades. Finally, discipline needs to be norm because several students have left due to bullying.

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Staff, students and family surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: monthly educational videos, de-escalation meetings and very clear anti bully flowchart that will lead next steps for all involved. Also provide guidance for staff and leaders **Strategy's Expected Result/Impact:** 100% of students will feel safe and not be bullied by students nor staff **Staff Responsible for Monitoring:** all teachers, SSA, principal, and API **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2	25%	50%	90%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Teachers felt lack of support from administration when it came to discipline and were not resetting classroom expecations nor using positive narration. **Root Cause**: The consequences need to be normed and the steps on the escalation matrix need to be shorten. the lack of consistency in consequences across grade levels became a problem when teachers did not norm as a team.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Quest CP will achieve a 95% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Powerschool, locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incentivize and celebrate bi-weekly students who are in class everyday and implement ADA escalation matrix. **Strategy's Expected Result/Impact:** 100% of attendance in each class **Staff Responsible for Monitoring:** all staff **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2	25%	50%	90%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There are little to no activities in MS. There were fewer pep rally's; MS always eat in classroom; more MS discipline issues. **Root Cause**: The lack of electives and or club because we lack funding, lack of facilities-and lack of teacher investment in extracurricular activities per grade.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: IHIT watches- program, AC tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Attain healthy school and Honor roll by ensuring 100% of students meet each benchmark of their minutes **Strategy's Expected Result/Impact:** Provide students withy well being so they can be present every day and feel good- healthy **Staff Responsible for Monitoring:** PE coaches and manager **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2	25%	50%	85%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There are little to no activities in MS. There were fewer pep rally's; MS always eat in classroom; more MS discipline issues. **Root Cause**: The lack of electives and or club because we lack funding, lack of facilities-and lack of teacher investment in extracurricular activities per grade.

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone and coaching cycle

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers will be consistent in weekly observations and provide adequate coaching from instruction to culture framework **Strategy's Expected Result/Impact:** Culture and instruction is strong where instructional time is utilized to its fullest and students feel safe and in a loving learning environment **Staff Responsible for Monitoring:** API, principal, SSA **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 3	25%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers mastering skills that will increase daily student achievement and attaining Proficient or higher in GET ratings **Staff Responsible for Monitoring:** Instructional Managers and Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	25%	50%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers would like opportunities to led Differentiated Prof. Development for whole campus and not just through content **Root Cause**: Level 4 and 5 teachers have not lead Professional Development this year. It has been all Lead Team lead. We need to offer opportunities for these teachers to differentiate PD that meets the needs of our teachers . A survey could serve as way to get input of PD needed.
Problem Statement 2: Instructional managers did not email teachers the GET focus and lacked communication in checking for unpacking GET power row **Root Cause**: This year, instructional leaders saw the need to prioritize methods of academic student monitoring in alignment with GET Focus calendar. Teachers are inconsistent in unpacking the GET power row.
Problem Statement 3: Veteran teachers are set in their ways and in their mindsets. New teachers are in need of development and mentorships to acquaint themselves to school culture and teaching methods/best practices. There is no consistency with meetings to ensure that new teacher needs are being identified and met. **Root Cause**: Campus staff is compromised of two main groups: New teachers who are in need of support, and veteran teachers who are very knowledgeable; however, their mindsets may be contributing factors to our new teachers not receiving the support necessary. Lack of team and family with in teams due to conflicts.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Quest is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Talen recruiter board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a culture of joy and celebrate teachers **Strategy's Expected Result/Impact:** retain all staff **Staff Responsible for Monitoring:** all managers, principal and all lead team members **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3	25%	50%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** First year teachers to achieve strong sense of belonging and foster a positive culture all year long. **Staff Responsible for Monitoring:** All managers, Grade level admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 3	25%	50%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Our special education parents were unhappy about the lack of support and service in the middle school this year. **Root Cause**: The special education department was short staffed and the majority of our students that need the support are in the middle school grade levels.

School Processes & Programs

Problem Statement 3: Veteran teachers are set in their ways and in their mindsets. New teachers are in need of development and mentorships to acquaint themselves to school culture and teaching methods/best practices. There is no consistency with meetings to ensure that new teacher needs are being identified and met. **Root Cause**: Campus staff is compromised of two main groups: New teachers who are in need of support, and veteran teachers who are very knowledgeable; however, their mindsets may be contributing factors to our new teachers not receiving the support necessary. Lack of team and family with in teams due to conflicts.

Student Learning

Committee Role	Name	Position
Administrator	Mary Arrezola	Principal
Classroom Teacher	Nicole Pena	Teacher
Classroom Teacher	Liz Riojas	teacher
Classroom Teacher	Brenda Rios	Teacher
Classroom Teacher	Priscilla Barrera	teacher
Classroom Teacher	Desiree Garcia	teacher
Classroom Teacher	Denise Alvarado	teacher
Classroom Teacher	Ashley Johnson	teacher
Classroom Teacher	JOrge Franco	sped leader
Classroom Teacher	Richard Charles	teacher
Classroom Teacher	Greg Carter	teacher

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Arrezola	Principal
Administrator	Jena Esquierdo	SSA
Administrator	Marlene Caballero	API
Administrator	Gabriel Luna	APO

Demographics

Committee Role	Name	Position
Administrator	Dianne Rodriguez	Assistant Principal
Paraprofessional	Ashley Garcia	PE Coach
Classroom Teacher	Gabriela Garcia	Journalism
Classroom Teacher	Kristina Rodriguez	8th Grade Social Studies
Classroom Teacher	Brenda Guerra	9th Grade Spanish I
Classroom Teacher	Jazmin Ochoa	8th Grade Science
Classroom Teacher	Jose Ramirez	12th Grade Biology
Classroom Teacher	Cynthia Leyva	6th Grade Science
Classroom Teacher	Robynn Olivarez	7th Grade Math
Classroom Teacher	Cruz Cardenas	Special Education
Classroom Teacher	Ashley Ramos	Special Education

School Processes & Programing

Committee Role	Name	Position
Administrator	Marlene Caballero	Assistant Principal of Instruction
Administrator	Carlos Garza	Assistant Principal of Instruction
Classroom Teacher	Adanary Ramirez	Teacher
Classroom Teacher	Carisa Ibanez	Teacher
Classroom Teacher	Magda Gonzalez	Teacher
Classroom Teacher	Elsa Magana	Teacher
Classroom Teacher	Eli Infante	Teacher
Classroom Teacher	Jose Ramirez	Teacher
Classroom Teacher	Ruth Winkler	Teacher
Classroom Teacher	Krystal Jasso	Teacher
Classroom Teacher	Adrienne Piando	Teacher
Classroom Teacher	Molly Lane	Teacher

Perceptions

Committee Role	Name	Position
Administrator	Ana Carmona	Director of College Counseling
Administrator	Jena Esquierdo	School Counselor
Classroom Teacher	Carina Ibanez	Teacher
Classroom Teacher	Aaron Baldwin	Teacher
Classroom Teacher	Jacqueline Medina	Teacher
Classroom Teacher	Yahaira Valadez	Teacher
Classroom Teacher	Angela Cabrera	Teacher
Classroom Teacher	Kyle Cruz	Teacher
Classroom Teacher	Paulette Manrique	Teachers
Classroom Teacher	Tanya Chacon	Teacher
Classroom Teacher	Alondra Solis	Teacher
Classroom Teacher	Alejandra Huerta	Teacher
Classroom Teacher	Samuel Olivarez	Teacher

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Atv tech speakers, boards, supplies for events, pointers.		$2,948.24
				Sub-Total	$2,948.24
				Budgeted Fund Source Amount	$2,948.24
				+/- Difference	$0.00
				Grand Total Budgeted	$2,948.24
				Grand Total Spent	$2,948.24
				+/- Difference	$0.00

IDEA Public Schools

Rio Grande City Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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: August 24, 2023

Demographics

Demographics Summary

IDEA Rio Grande City Academy is a Kinder- 5th grade campus established in 2017 in Rio Grande City, Texas. Serving 700 students from a low economic population in Rio Grande City, Roma and La Grulla, Texas. Our staff currently consists of 56 staff members ranging in expierence from 1-10 years in the classroom. We offer a varitey of programs at our campus that focus on student learning and student development, such as Special education, RISE, Critical student intervention and electives to name a few. Our enrollment consists of the following:

Kinder: 89

1st: 114

2nd: 110

3rd: 118

4th: 118

5th: 118

Demographics Strengths

We have a lot of students still enrolled with us that are founding students.

100% of our community can connect to each other.

We offer several programs and electives during the day and after school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our persistence hits a low every summer when parents decide to either move away from rio grande city or choose to expierence the local school district. We loose between 15-20 families based on this. **Root Cause:** Lack of committment from parents. Onboarding process needs to be revisited and revamped.

Problem Statement 2 (Prioritized): Our ADA was not met again this year. We ended the year at a 95.84% and our goal was a 97%. **Root Cause:** Lack of fidelity to the escalation matrix at our campus and inconsistent parental support/meetings.

Student Learning

Student Learning Summary

Our students have been growing every day, however, the gaps are still large. We knew that our focus was going to be heavily on student growth. We prioritized knowing the data, knowing our students and we made strategic moves and observations based on our data. Data tracking was at the forefront of our focus and that became the way that we started seeing changes and growth. Data shows this year that our students struggled with Reading/Writing with the new assessment. Our Pre-K-2nd grades ended the year on/above level in Reading and Math and performed well on subjects such as Math, Science and Social Studies. Our focus this school year remains on student performance, student growth, meets and masters and most importantly, pushing the rigor in all classrooms. We also need to do a better job of ensuring that there are cross-curriculum opportunities for our teachers to grow and learn.

Student Learning Strengths

Most 3rd-5th grade teachers are veterans and have shown improvement.

Most Kinder-2nd grade teachers are veterans and have shown growth.

Our teachers track data and can make data driven descions based on data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low percentage of meets and masters students. **Root Cause:** Low level rigor on the teacher level. Teachers are doing the heavy lifting and need to release to students.

Problem Statement 2 (Prioritized): Critical student intervention is not meeting the needs of our most critical students. **Root Cause:** Not enough time and emphasis on proper intervention techniques and/or instruction.

School Processes & Programs

School Processes & Programs Summary

Programs for coaching teachers:

GET

Teachboost

Goal setting, 2x2, APR's

Coaching conversations

Programs for enrichment:

IXL
Imagine learning

School Processes & Programs Strengths

Processes:

Professional Development on Campus

Lead team tacticals

Instructional rounds

Instructional tactical

At our campus we have campus based instructional rounds that allow us to determine strengths and trends that we need to coach our teachers on. We use tools such as the GET to determine what the teachers need to work on. This allows my leaders to coach their teachers effectively and consistently.

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 reatins 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): SPED and 504 accomodations need to be tracked with fidelity. **Root Cause:** Lack of training and resources provided to our teachers.

Problem Statement 2 (Prioritized): RTI practices were weak and need revisiting and refocusing. **Root Cause:** Teachers and lead team do not have enough training for RTI.

Problem Statement 3 (Prioritized): In class strategies for EB students need to be tracked and focused on. **Root Cause:** Minimal amount of TELPAS training and EB strategies being used in the classroom during instruction.

Perceptions

Perceptions Summary

Leadership Team is highly visible to parents, teachers, and community members. Parents and community members often seek out opportunities to volunteer on the campus and support teachers. Our overall retention of teachers is not a priroity, however, our focus remains on retaining all staff members, whether teacher or co-teacher. Our overall teacher retention was at a 97% but our overall staff retention was at a 93% so our focus is going to be on ensuring that we retain our co-teachers. A big way to do that is leverging their strenghts and utilzing them accordingly for future promotions.

We utilize staff feedback surveys to ensure that we are consistently meeting the needs of teachers and staff. These are often issued out two times a year. Once during the Fall and one in the spring. We also utilize our GPTW surveys to receive feedback from our staff.

Perceptions Strengths

Teacher Communication: Our teachers are aware of our important dates and communication is given through campus smore "Principal Weekly" every Monday. This allows teachers to know what to expect with upcoming events.

Parent communication: We use remind, parent weekly, facebook and phone calls as our main sources of communication. This allows us to clearly communicate with our stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement for persistence events have slowly decreased. **Root Cause:** Not enough buy in from parents.

Problem Statement 2 (Prioritized): Our social and emotional needs for students have increased. **Root Cause:** Lack of consistent school counseling due to lack of counselor.

Priority Problem Statements

Problem Statement 1: Our persistence hits a low every summer when parents decide to either move away from rio grande city or choose to expierence the local school district. We loose between 15-20 families based on this.

Root Cause 1: Lack of committment from parents. Onboarding process needs to be revisited and revamped.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our ADA was not met again this year. We ended the year at a 95.84% and our goal was a 97%.

Root Cause 2: Lack of fidelity to the escalation matrix at our campus and inconsistent parental support/meetings.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low percentage of meets and masters students.

Root Cause 3: Low level rigor on the teacher level. Teachers are doing the heavy lifting and need to release to students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Critical student intervention is not meeting the needs of our most critical students.

Root Cause 4: Not enough time and emphasis on proper intervention techniques and/or instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED and 504 accomodations need to be tracked with fidelity.

Root Cause 5: Lack of training and resources provided to our teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: RTI practices were weak and need revisiting and refocusing.

Root Cause 6: Teachers and lead team do not have enough training for RTI.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In class strategies for EB students need to be tracked and focused on.

Root Cause 7: Minimal amount of TELPAS training and EB strategies being used in the classroom during instruction.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parental involvement for persistence events have slowly decreased.

Root Cause 8: Not enough buy in from parents.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our social and emotional needs for students have increased.
Root Cause 9: Lack of consistent school counseling due to lack of counselor.
Problem Statement 9 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

- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) 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

Support Systems and Other Data

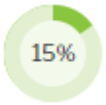
- Organizational structure data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 45 to 47% in Spring 2024 (HB3)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase level of rigor in classrooms by ensuring that students are doing the heavy lifting in all classes. **Strategy's Expected Result/Impact:** Increases in meets and masters. **Staff Responsible for Monitoring:** Teachers, leaders. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Tracking and strong parent communication regarding student performance through STAAR parent meetings. **Strategy's Expected Result/Impact:** Transparency with data. **Staff Responsible for Monitoring:** Teachers, students, parents, leaders. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024. (HB3)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase level of rigor in math classrooms. **Strategy's Expected Result/Impact:** Students doing heavy lifting and reaching goals for meets and masters. **Staff Responsible for Monitoring:** Teachers, leaders **ESF Levers:** Lever 5: Effective Instruction	10%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategically use Hotspot to ensure that we are practicing math teks for 3rd-5th graders on the daily. **Strategy's Expected Result/Impact:** Students will increase on math scores. **Staff Responsible for Monitoring:** Teachers, leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

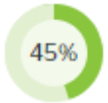
Performance Objective 3: IA & CP: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that students are receiving high quality practice for TELPAS daily and tracking their overall performance. **Strategy's Expected Result/Impact:** Students maintaining proficiency or increasing **Staff Responsible for Monitoring:** leaders and teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Using after school tutorials and an in-house tracker to track HB4545 minutes completion on a week to week basis. **Strategy's Expected Result/Impact:** Completion of HB4545 minutes **Staff Responsible for Monitoring:** 4th and 5th grade math and reading teachers, API's and Principals. **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher collaboration between sped teacher and teachers to ensure collaboration and completion of accomdodations in classes daily. **Strategy's Expected Result/Impact:** Students obtain approaches in STAAR **Staff Responsible for Monitoring:** Teachers, leaders **ESF Levers:** Lever 5: Effective Instruction	10%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Students hit 90/60/30 in exams **Staff Responsible for Monitoring:** Leaders, teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that everyone is trained on what the expectations and that we are having random audits to improve safety quality. **Strategy's Expected Result/Impact:** Rated proficient or higher on safety scorecard. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

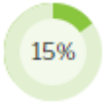
High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communicaton to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 100% of families attend big events here on campus. **Staff Responsible for Monitoring:** SSA, Teachers, Leaders **ESF Levers:** Lever 3: Positive School Culture	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that move this world and morning meeting are conducted daily by homeroom teachers. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE teachers will be backwards planning to ensure that students in 2nd-5th meet their required minutes daily and celebrate those that are meeting them on a weekly basis. **Strategy's Expected Result/Impact:** That 100%of our students meet their required minutes. **Staff Responsible for Monitoring:** PE teachers, leaders, teachers **ESF Levers:** Lever 3: Positive School Culture	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Rio Grande City will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead strong efforts with the healthy kids initiative to ensure that students are healthier and coming to school every day. **Strategy's Expected Result/Impact:** Students meeting ADA. **Staff Responsible for Monitoring:** Leaders, teachers, health aides **ESF Levers:** Lever 3: Positive School Culture	20%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue tracking attendance to ensure that we meet daily average attendance and utilize grade team leads to call, track and report out. **Strategy's Expected Result/Impact:** Meet daily attendance goal daily **Staff Responsible for Monitoring:** teachers, leaders, SIS **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development and coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers will know how they are performing. **Staff Responsible for Monitoring:** Teachers, leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rio Grande City is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality canidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Hiring high quality employees **Staff Responsible for Monitoring:** Staffing team, leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	10%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Matriculaton

Performance Objective 1: Build college ready going mindsets with our scholars by speaking to them about college.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize morning meeting daily to speak about college. **Strategy's Expected Result/Impact:** Resulting in kids wanting to matriculate to college. **Staff Responsible for Monitoring:** Teachers, leaders **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

IDEA Public Schools

Rio Grande City College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 16, 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

Demographics

Demographics Summary

Our school opened in 2017 to serve only 6th grade students that year. For the 23-24 school year we will be a full scale campus. We are located in Rio Grande City but serve all of Starr County. We are an open enrollment charter school.

Enrollment:

6th grade - 144

7th grade - 94

8th grade - 105

9th grade - 90

10th grade - 72

11th grade - 80

Student Groups:

Gender: Female - 52.12% Male - 47.88%

The following special programs exist at our school: Emergent Bilingual, Special Education, Athletics, CTE, RISE. Since our priority goal for all of our students is for them to attend college, it is important to prioritize setting up systems to support all students in any special program.

Demographics Strengths

Student leaver data is higher for general education students, rather than those in subpopulations such as those in the Special Education program or in the Critical Student Intervention program.

The majority of our students are economically disadvantaged.

We have had no drop outs.

The specific academic requirements at IDEA prepare students to be successful at the college level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There needs to be an increase in student persistence from 8th grade to 9th grade. **Root Cause:** There is a lack of experiences offered to students at our campus such as multiple electives and tackle football.

Problem Statement 2 (Prioritized): There is a need to improve social interactions for students. **Root Cause:** Academic rigor provides limited opportunities for socialization outside of the school environement.

Student Learning

Student Learning Summary

A Rating - Off track

Critical Student Intervention - On track

AP Scholar Goal - On track

On Track to Graduate - On track

See PDF in Addendum for more information.

Student Learning Strengths

Teachers are internalizing data and tracking progress throughout the year in order to close gaps.

Our special education data has been gradually increasing due to proper accommodations being provided.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data for Emergent Bilingual and SPED students is significantly lower than those who are not. **Root Cause:** Teachers lack the resources and training needed to be able to better serve our EB and SPED population.

Problem Statement 2 (Prioritized): The percent of students passing AP exams is low. **Root Cause:** Curriculum is lacking alignment with middle school. Students in middle school are not being prepared for the rigor of AP courses.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders all attend coaching academy at the regional level. They all have clear roles and responsibilities and are encouraged to reach out for support. We have weekly professional development held on campus led by instructional leaders. Professional development topics are aligned to the most pressing problems that have been identified at the campus level.

School Processes & Programs Strengths

Curriculum & Instruction:

- IDEA RGC CP provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy.
- IDEA RGC CP curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA RGC CP 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 RGC CP implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.

Special Programs:

- IDEA RGC CP provides targeted instruction for students who are 2 years or more below in their reading level through our Critical Student Intervention program.
- IDEA RGC CP utilizes Summit K-12 to provide support to our Emergent Bilingual students.
- IDEA RGC CP ensures that teachers who provide in class support to students in our Special Education program are highly qualified.

SEL/ Mental Health and Family Engagement:

- IDEA RGC CP now has a licensed School Counselor who has been able to implement various mental health programs for our students.
- IDEA RGC CP uses Move this World SEL Curriculum with fidelity.

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.

IDEA provides biweekly webinars and office hours to support new and struggling teachers to support their new role.

At IDEA, at risk students are given opportunities to meet the challenging state standards with support from Interventionists, Sped Ed teachers, and core content tutorials.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our student discipline system is not consistent across middle school and high school. **Root Cause:** There is a lack of consistency among leaders when dealing with student discipline.

Problem Statement 2 (Prioritized): New teachers struggle with classroom management and curriculum internalization. **Root Cause:** Managers struggle with coaching both content and management simultaneously for new teachers.

Perceptions

Perceptions Summary

Parents, students and staff receive feedback surveys at least 2 times per year. This feedback is looked at by campus leaders and changes are made based on feedback given. The majority of our parents are open to providing us with feedback. Currently, we have a 0% drop out rate and have not had our first graduating class. Our school counselor focuses on conflict/solution practices with students.

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Great Places To Work survey. Below are key highlights of the data from the 2021-22 Great Places to Work Survey:

Improved in 3 statements

- +1, people here are given a lot of responsibility (88 to 89)
- +2, this is a physically safe place to work (83 to 85)
- +2, I have a best friend at work (65 to 67)

78% say it's a great workplace, well above the US average of 57%

Employees continue to find great purpose in their work serving students and communities

Nearly nine out of 10 say their work has meaning, they make a difference, and they feel pride in their accomplishments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student mental health crisis have increased this year. **Root Cause:** The campus was not equipped with the necessary people and resources to support mental health.

Problem Statement 2 (Prioritized): Student and staff safety has improved but is still lacking. **Root Cause:** There is not enough funding to implement the necessary safety measures that are needed.

Priority Problem Statements

Problem Statement 1: There needs to be an increase in student persistence from 8th grade to 9th grade.
Root Cause 1: There is a lack of experiences offered to students at our campus such as multiple electives and tackle football.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to improve social interactions for students.
Root Cause 2: Academic rigor provides limited opportunities for socialization outside of the school environement.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Data for Emergent Bilingual and SPED students is significantly lower than those who are not.
Root Cause 3: Teachers lack the resources and training needed to be able to better serve our EB and SPED population.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percent of students passing AP exams is low.
Root Cause 4: Curriculum is lacking alignment with middle school. Students in middle school are not being prepared for the rigor of AP courses.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our student discipline system is not consistent across middle school and high school.
Root Cause 5: There is a lack of consistency among leaders when dealing with student discipline.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: New teachers struggle with classroom management and curriculum internalization.
Root Cause 6: Managers struggle with coaching both content and management simultaneously for new teachers.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Student mental health crisis have increased this year.
Root Cause 7: The campus was not equipped with the necessary people and resources to support mental health.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student and staff safety has improved but is still lacking.
Root Cause 8: There is not enough funding to implement the necessary safety measures that are needed.

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

- 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

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All 10th & 11th grade students will complete 60 hours on Mastery Prep. **Strategy's Expected Result/Impact:** Increase ACT campus average **Staff Responsible for Monitoring:** Mayra Salinas - Director of College Counseling **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percent of students passing AP exams is low. **Root Cause**: Curriculum is lacking alignment with middle school. Students in middle school are not being prepared for the rigor of AP courses.

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: Accuplacer, Campus Based Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All students will attend four TSIA tutoring sessions and two TSIA boot camps before attempting the exam. **Strategy's Expected Result/Impact:** Increase passing rates in all TSIA subjects. **Staff Responsible for Monitoring:** Brianda Martinez - College Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	15%	45%	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Data for Emergent Bilingual and SPED students is significantly lower than those who are not. **Root Cause**: Teachers lack the resources and training needed to be able to better serve our EB and SPED population.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All students who will be taking TELPAS will utilize Summit K-12 at least two times per week during HotSpot or after school tutorials. **Strategy's Expected Result/Impact:** Students will increase their TELPAS ratings. **Staff Responsible for Monitoring:** Elsa Gomez - Assistant Principal of Instruction **Problem Statements:** Student Learning 1	5%	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

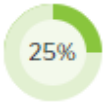
Student Learning
Problem Statement 1: Data for Emergent Bilingual and SPED students is significantly lower than those who are not. **Root Cause**: Teachers lack the resources and training needed to be able to better serve our EB and SPED population.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 100% of identified scholars meet required minutes per House Bill 1416 - Accelerated Learing

High Priority

Evaluation Data Sources: PowerSchool, Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All Accelerated Learning students will be required to attend tutorials during academic block. **Strategy's Expected Result/Impact:** Students increase their STAAR scores by completing all required minutes. **Staff Responsible for Monitoring:** Karmen Alaniz - Principal **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Spanish/English dictionaries, notepads, pens, binders, lined paper, dividers - Title I, Part A (4120) - PAR - $2,695.96				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: New teachers struggle with classroom management and curriculum internalization. **Root Cause**: Managers struggle with coaching both content and management simultaneously for new teachers.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED teachers will provide small group tutorials before and after school. **Strategy's Expected Result/Impact:** SPED students will increase their STAAR scores. **Staff Responsible for Monitoring:** Elsa Gomez - Assistant Principal of Instruction Crystal Castellano - Assistant Principal of Instruction **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Data for Emergent Bilingual and SPED students is significantly lower than those who are not. **Root Cause**: Teachers lack the resources and training needed to be able to better serve our EB and SPED population.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Data driven instruction will allow teachers to target specific areas of need. **Staff Responsible for Monitoring:** Karmen Alaniz - Principal Elsa Gomez - Assistant Principal of Instruction Crystal Castellano - Assistant Principal of Instruction **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Data for Emergent Bilingual and SPED students is significantly lower than those who are not. **Root Cause**: Teachers lack the resources and training needed to be able to better serve our EB and SPED population.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: PowerBI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All campus drills will be conducted with fidelity and feedback for improvement will be provided to all stakeholders. **Strategy's Expected Result/Impact:** Stakeholders will articulate safety drills/protocols. **Staff Responsible for Monitoring:** Adulfonso Garcia - Assistant Principal of Operations **Problem Statements:** Perceptions 2	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Student and staff safety has improved but is still lacking. **Root Cause**: There is not enough funding to implement the necessary safety measures that are needed.

Goal 3: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parents will be more involved with the school. **Staff Responsible for Monitoring:** Rosalinda Guerra - School Counselor **Title I:** 4.2 **Problem Statements:** Demographics 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There needs to be an increase in student persistence from 8th grade to 9th grade. **Root Cause**: There is a lack of experiences offered to students at our campus such as multiple electives and tackle football.

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor will provide consistent lessons through academic block and RTTC. She will partner with GTLs to create a calendar at BOY. **Strategy's Expected Result/Impact:** All students will complete the curriculum by end of year. **Staff Responsible for Monitoring:** Rosalinda Guerra - School Counselor **Problem Statements:** Demographics 2 - Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve social interactions for students. **Root Cause**: Academic rigor provides limited opportunities for socialization outside of the school environement.

Perceptions
Problem Statement 1: Student mental health crisis have increased this year. **Root Cause**: The campus was not equipped with the necessary people and resources to support mental health.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Rio Grande City College Prep will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Locus ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA incentives for students and parents will be utilized. **Strategy's Expected Result/Impact:** ADA will increase week to week. **Staff Responsible for Monitoring:** Adulfonso Garcia - Assistant Principal of Operations **Problem Statements:** Demographics 2	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve social interactions for students. **Root Cause**: Academic rigor provides limited opportunities for socialization outside of the school environement.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 1,200 per year. (TEC 11.253(d)(10))

Evaluation Data Sources: Individualized Learning Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches will backwards plan with students by breaking down the minutes needed per week. **Strategy's Expected Result/Impact:** Students are able to meet weekly goals. **Staff Responsible for Monitoring:** Michael Padilla - Physical Education Coach Jennifer Castaneda - Physical Education Coach **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Student mental health crisis have increased this year. **Root Cause**: The campus was not equipped with the necessary people and resources to support mental health.

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff members will be rated Proficient in all areas. **Staff Responsible for Monitoring:** Karmen Alaniz - Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: New teachers struggle with classroom management and curriculum internalization. **Root Cause**: Managers struggle with coaching both content and management simultaneously for new teachers.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Rio Grande City is 95% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Frontline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** High quality teachers result in student success. **Staff Responsible for Monitoring:** Karmen Alaniz - Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: New teachers struggle with classroom management and curriculum internalization. **Root Cause**: Managers struggle with coaching both content and management simultaneously for new teachers.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Spanish/English dictionaries, notepads, pens, binders, lined paper, dividers	PAR	$2,695.96
				Sub-Total	$2,695.96
				Budgeted Fund Source Amount	$2,695.96
				+/- Difference	$0.00
				Grand Total Budgeted	$2,695.96
				Grand Total Spent	$2,695.96
				+/- Difference	$0.00

IDEA Public Schools

Rio Vista Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 17, 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

Demographics

Demographics Summary

IDEA Rio Vista Academy is a Title I Campus that provides rigorous curriculum and extracurricular activates. IDEA Rio Vista Academy serves students from Kinder to Fifth Grade and has been a growing campus in its academics. IDEA Rio Vista Academy has a student enrollment of ___ . Our students have enrolled from the near-by schools within the Socorro community and Juarez, Mexico. The school's demographics are listed below, as well as per grade level:

Scholars Per Grade Level:

Pre-Kindergarten - 87

Kindergarten - 105

First Grade - 126

Second Grade - 136

Third Grade- 122

Fourth Grade- 107

Fifth Grade - 118

Ethnic Distribution:

1. 1.25% African American
2. 0.12% American Indian
3. 0.12% Asian
4. 94% Hispanic
5. 4.3% White

Sex:

1. M/405
2. F/397

Socioeconomic statues - N/A

504 - 8

EB Students - 504

Dyslexia - 2

Foster Care - N/A

Homeless - 0

Immigrants - 6

Migrant - 0

Title I - Yes

Military Connected - N/A

Demographics Strengths

- At IDEA Rio Vista Academy we know the state holders we serve; subgroup, ethnicity, economically disadvantaged, at risk,
- At IDEA Rio Vista Academy we have developed a sense of belonging with stake holders such as parents, students, and our community.
- IDEA Rio Vista is at a staff retention of 90% against the goal of 85% student persistence 94% against 90%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance/tardies (There is a lack of alignment with the attendance policy.) **Root Cause:** We have not emphasized the importance of our attendance policy. We have not provided the resources for parent engagement in using technology in daily updates, accessibility, support, and training. There is no process for inputting accurate data for unexcused and excused absences for attendance policy.

Problem Statement 2: Discipline referrals (There is a need for data tracking for student behavior trends, suspension, and expulsion.) **Root Cause:** Stake holders and staff are not trained in how to code on PowerSchool. We do not have a solid vision on the different tiers of behavior.

Problem Statement 3: Lack of identifying behavior trends. There is a need for a coding system for scholars and those who have behavior emotional/needs. **Root Cause:** There is a need for a coding system for scholars and those who have behavior emotional/needs.

Student Learning

Student Learning Summary

Student Learning is what drives our school. Last year IDEA Rio Vista was at a B Rating based on TEA Score Card Report. We got Reading, Science, and Academic Growth distinction awards. There was a lot of intervention support and small group. This year we have added Science, Social Studies, Wit and Wisdom Curriculum that has helped implement reading and writing in the kinder and first grade classrooms. We saw a lot of progress in writing, but it is not enough to move data. Through math instruction we saw a lot of growth with out SpEd scholars but we are falling short for our EB's. This year the mock data shows that we are at an F rating so we have a few priorities and root causes that will help us move the data up.

Data Attached:

Student Learning Strengths

- Growth in TELPAS from 31% to 36% compared to the 21-22 school year.
- Increase from December Mock to March Mock ELA and Mock
- Consistency in teachers and vertical alignment in subject areas
- Introduction to new subjects: Science, Socials Studies, Reading Curriculum
- ELA hit ecodisc, EB, SpEd goals in the previous STAAR test (21-22)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentage from the 22-23 Mock ELA Data dropped dramatically from the previous years STAAR test. **Root Cause:** Writing Instruction was not seen in previous years and teachers had to fill in academic writing gaps. Teachers were not given enough training to address problems.

Problem Statement 2: The percentage of EB scholars did not hit the target goal for meeting the Math STAAR. **Root Cause:** Lack of teacher lesson planning and instructional tools for EB scholars who are in different proficiency levels.

School Processes & Programs

School Processes & Programs Summary

Idea Rio Vista Academy has curriculum such as Wit and Wisdom to support Reading, Eureka Math, CSI, Direct Instruction, Individualized learning. Our staff development is aligned to the Guide Point for Excellent teachers, organizational goals and core values. Our operating mechanisms include morning huddles, tactical meetings, culture rounds, instructional rounds, stargate meetings, safety drills.

School Processes & Programs Strengths

Safety:

Idea Rio Vista has strong protocols in place for all stakeholders to follow.

Maximize instructional time

Idea Rio vista has a bell-to-bell schedule where all staff in campus can maximize instruction by using the long term plan the first five that is provided by the region.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Idea Rio Vista lacks a strong system to support new or struggling teachers (PD, Onboarding) **Root Cause:** Root causes for NEW teachers -Hiring new teachers' midyear, they miss NTI, Lack of campus-based training for new teachers, No mentor to supporting teachers' year-r, No campus-based vision scope and sequence for PD Root causes Struggling Teachers No alignment with course leaders' campus based for guidance and support, lack of mentor for teachers that need support to help guide with concerns.

Problem Statement 2: Idea Rio Vista has NOT given additional intervention opportunities to all students specifically those at risk (EB, SPED, Behavioral). **Root Cause:** Behavioral: -Unclear expectations for students and parents -Teacher, students, and parents should be provided clear expectations and next steps ROOTCAUSE: Academics: -Additional support for EB students other than CSI -Technology software provided in and out of school for scholars -Attendance -Designated space for scholars (SPED) teachers/ students

Perceptions

Perceptions Summary

IDEA Rio Vista in the past two school years achieved the goal of staff retention of being 85% and above. Staff and parents are given periodic surveys to measure what is going well and what areas of opportunity we have as a campus. We provide a direct line of communication for all stakeholders, ensuring feedback is received and implemented. In the Socorro Community there are different barriers such as; technology, language, engagement, and overall resources for our families.

Perceptions Strengths

1. Our parents feel that their children are safe at school, and on the way to and from school.

2. Our school ensures access to information for our non-English speaking families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of mentorship for new teachers and struggling teachers. **Root Cause:** 1. There is no formal program in place that assigns a new/struggling teacher with a strong teacher/mentor. 2. There is a lack of in-person professional development that specifically addresses classroom management, expectations, routines and procedures, aside from content development.

Problem Statement 2: There are minimal strategies in place to address student behaviors and bullying. **Root Cause:** 1. There is a lack of process and procedures when it comes to the behavior systems that we have in place. 2. There is no vision for the implementation of building student relationships for their behavioral/emotional needs.

Priority Problem Statements

Problem Statement 1: Attendance/tardies (There is a lack of alignment with the attendance policy.)

Root Cause 1: We have not emphasized the importance of our attendance policy. We have not provided the resources for parent engagement in using technology in daily updates, accessibility, support, and training. There is no process for inputting accurate data for unexcused and excused absences for attendance policy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Percentage from the 22-23 Mock ELA Data dropped dramatically from the previous years STAAR test.

Root Cause 2: Writing Instruction was not seen in previous years and teachers had to fill in academic writing gaps. Teachers were not given enough training to address problems.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

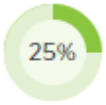
Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading and math as measured by the Meets Grade Level Standard on STAAR will increase from current meets to 55% (Reading) and 45% (Math) in Spring 2024 (HB3)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold after school tutoring/ intervention for scholars who failed the STAAR assessment in reading. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars in 2nd - 5th will practice all domains from TELPAS on summit K12. **TEA Priorities:** Improve low-performing schools	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Emergent Bilingual Scholars in Kinder - First will have tutoring after school. **TEA Priorities:** Improve low-performing schools	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide and Track Accelerated Learning interventions to all scholars who require House Bill minutes **Strategy's Expected Result/Impact:** Increase passing rates in reading/ math STAAR **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

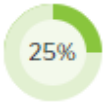
Performance Objective 4: IA: 40% of SPED Students attain meets in the reading and math STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after school for scholars who did not meet growth or below meets on the previous year STAAR assessment. **Strategy's Expected Result/Impact:** Increase academic outcomes for scholars **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute safety drills that are planned out on the campus calendar with all stakeholder following campus safety protocol. **Strategy's Expected Result/Impact:** Recieve proficient or higher on campus safety scorecard **Staff Responsible for Monitoring:** Assistant Principal of Operation and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar important events in alignment to Title 1 Family Engagement Requirements, and communicate with families in a timely manner of events, to promote engagement and attendance .(TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Family Engagment **Staff Responsible for Monitoring:** Lead Team	25%	50%		

No Progress

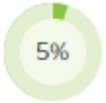
Accomplished

Continue/Modify

Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly lessons executed by the SSA targeting safety. **Strategy's Expected Result/Impact:** Increase in Student persistence **Staff Responsible for Monitoring:** School Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IHT Minute tracking **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** PE Teachers	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA: IDEA will achieve a 97.5% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct ADA Calls daily **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO and Principal	20%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention

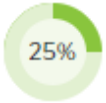
Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Complete all tasks within IDEA **Staff Responsible for Monitoring:** Instructional Lead Team	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA: IDEA is 85% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Staff Retention **Staff Responsible for Monitoring:** GTL's, and all Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IA: IDEA Rio Vista AC will 100% fully enrolled by the 11th day snapshot.(Continuing to work on enrollment year long)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and recruit scholars **Strategy's Expected Result/Impact:** Meet enrollement **Staff Responsible for Monitoring:** APO, Principal, and Enrollment Coordinator	100%	100%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

IDEA Public Schools

Rise Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: May 25, 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

Demographics

Demographics Summary

IDEA Rise Academy is a K-5 public charter school located in Fort Worth, Tx. We have open enrollment year around which includes a lottery for enrollment. We are a campus that supports ESL/Bilingual, Special Education, and clubs including fine arts, athletics and academics.

See PDF in Addendum for more information.

Demographics Strengths

Strong collaboration across grade levels K-5 and community partnership.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More efficient communication across campus with AC and CP- consistency of the message. Mixed messages and clarity needed between school and families. **Root Cause:** Breakdown in communication chain from region to school to parent.

Problem Statement 2 (Prioritized): High trauma in the neighborhood spills over into campus, causing safety concerns and increased negative behaviors on campus. **Root Cause:** Teacher/staff discipline referral input-not identifying social and emotional student needs or clarity on SEL support for struggling scholars.

Priority Problem Statements

Problem Statement 1: More efficient communication across campus with AC and CP- consistency of the message. Mixed messages and clarity needed between school and families.

Root Cause 1: Breakdown in communication chain from region to school to parent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: High trauma in the neighborhood spills over into campus, causing safety concerns and increased negative behaviors on campus.

Root Cause 2: Teacher/staff discipline referral input-not identifying social and emotional student needs or clarity on SEL support for struggling scholars.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low student mastery in Kindergarten Direct Instruction has led to slower group progress, and over 80% of scholars are off track for goals.

Root Cause 3: Teachers taught at an increased rate prioritizing progress over mastery and causing scholar failure and pushback. Multiple teachers were new to IDEA and new to instructional DI space.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: ECR strategies, writing, and ELA were not directly aligned in grades 3-5th.

Root Cause 4: Lack of resources for campus and district to supplement and prepare scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED team experienced significant gaps in executing instructional mins for the campus, which put the campus at a deficit.

Root Cause 5: The team did not have a third SPED team member to meet mins.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Low mastery for math categories in 3-5th math due to significant instructional gaps in grades.

Root Cause 6: New teachers in all 3-5th math spaces, new AP also in this space.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers received multiple changes and adjustments in instruction, processes, lesson planning, and development throughout the year.

Root Cause 7: Lack of alignment from national, district, and campus levels on criteria for success with rollouts.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Grade-level cascading of information caused uncertainty throughout the year.

Root Cause 8: Several teachers are on FMLA throughout the year, inconsistent long-term subs, and grade team leaders are also out for extended periods.
Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: June 30, 2023

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 46% to 48% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TEA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Pull-outs and tutorials to accelerate student learning **Strategy's Expected Result/Impact:** increase in student data achievement **Staff Responsible for Monitoring:** teachers, lead team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	10%	35%		

No Progress

Accomplished

Continue/Modify

Discontinue

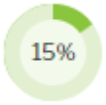
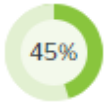
Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA Rise: 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 32% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TEA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Saturday School roll out- to provide additional academic support and test prep. **Strategy's Expected Result/Impact:** increase in student data achievement **Staff Responsible for Monitoring:** teachers, lead team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA Rise: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS State Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After-school TELPAS prep sessions for scholars beginning in Q2 to prepare them for TELPAS. **Strategy's Expected Result/Impact:** Increase student achievement for TELPAS. **Staff Responsible for Monitoring:** Lead team and teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA Rise: 100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: Powerschools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase HB545 support daily to after-school sessions. **Strategy's Expected Result/Impact:** Students exceed hb4545 mins and increase student learning. **Staff Responsible for Monitoring:** lead team and teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	20%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA Rise: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS data scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the locus dashboard to track student data in domains 1-3. **Strategy's Expected Result/Impact:** increased student academic achievement in domains 1-3 **Staff Responsible for Monitoring:** lead team, teachers, gtl's and content leaders **Title I:** 2.4	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 6: Rise IA: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

HB3 Goal

Evaluation Data Sources: TEA STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Saturday School roll out to provide additional academic support and test prep. **Strategy's Expected Result/Impact:** Increase ELA/Math STAAR results **Staff Responsible for Monitoring:** Lead Team, Grade team leaders **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	10%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increased student scores on STAAR exam. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 7: By the end of the 23-24 SY, we will increase domain 3 from 77 to 80 specifically targeting special population scholars.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Benchmark exams, mock exams and semester exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify Domain 3 scholars with targeted instruction to meet their growth goals -Leader pulls small groups for priority students during instructional time. **Strategy's Expected Result/Impact:** Increase scores on district assessments and STAAR **Staff Responsible for Monitoring:** Lead Team/SPED and Lead teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	40%		

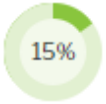
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: organizational dashboards, TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of monthly and quarterly drills, including campus safety checklist. **Strategy's Expected Result/Impact:** Increased campus safety checklist scores every quarter. **Staff Responsible for Monitoring:** APO and lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA Rise: 100% of schools will comply 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))

High Priority

Evaluation Data Sources: Stream, Locus dashboards, plan for learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication with families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Increasing family engagement and attendance on campus. **Staff Responsible for Monitoring:** Counselor and lead team. **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college	50%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: Organization tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus-wide training and timely communication to families for anti-bullying and safer, smarter schools curriculum, three weeks before district rollout. **Strategy's Expected Result/Impact:** deadlines met on the district calendar for anti-bullying and safer, smarter schools curriculum. **Staff Responsible for Monitoring:** Counselor, social worker, and lead team. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 4: By the end of the 23-24, discipline referrals (violence prevention and intervention) will decrease in Deans list BY 10% and by increasing SEL practices (Move this world) and implementation of consistent restorative justice practices.

High Priority

Evaluation Data Sources: Dean's list, discipline data discipline spreadsheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff professional developments centered around violence prevention, restorative practices, classroom management strategies to increase student positivity. **Strategy's Expected Result/Impact:** decrease discipline referrals and consequences **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 5: By the end of the 23-24 SY, students will better understand their physical health and activity by meeting goals within the coordinated health program.

High Priority

Evaluation Data Sources: student fitness assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the PE program by including timers, jump ropes, and heart monitors to improve overall physical health by data tracking from IHT/MVPT data. **Strategy's Expected Result/Impact:** Improve student health program data **Staff Responsible for Monitoring:** PE teachers, Lead team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

High Priority

HB3 Goal

Evaluation Data Sources: MVPT Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the PE program by including timers, jump ropes, heart monitors to improve overall physical health by data tracking from IHT/MVPT data. **Strategy's Expected Result/Impact:** increasing MVPA goals **Staff Responsible for Monitoring:** PE teacher, lead team **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA Rise: will achieve a 95% annual attendance rate for the 23-24 school year

High Priority

HB3 Goal

Evaluation Data Sources: Locus data dashboards, powerschools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increasing CP/AC alignment with incentives to increase ADA. **Strategy's Expected Result/Impact:** Increase ADA campus wide- AC/CP. **Staff Responsible for Monitoring:** Lead team, operations **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

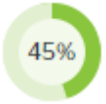
 No Progress Accomplished Continue/Modify Discontinue

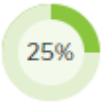
Goal 4: Increase staff retention

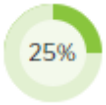
Performance Objective 1: IA Rise: 100% of full-time staff members complete all tasks within IDEA's staff development cycle, including goal setting, 2x2, and annual performance reviews during the 2023-24 school year.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Rise Academy will earn a satisfaction rating of 90% on the Great Places to Work Survey. **Strategy's Expected Result/Impact:** Great places to work survey, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews. **Staff Responsible for Monitoring:** lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly whole school staff engagements off campus, Monthly staff celebrations, Teacher/Co-Teacher of the month celebrations, and recognition. **Strategy's Expected Result/Impact:** Completing these above tasks will ensure staff feels appreciated and recognized for their hard work daily. **Staff Responsible for Monitoring:** Lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure differentiated professional development for teachers to impact growth and student achievement- which provides a sense growth and contributes to meeting goals for their TCP and bonuses. **Strategy's Expected Result/Impact:** GPTW survey, GET ratings, TCP ratings **Staff Responsible for Monitoring:** Lead team and teachers **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** increased motivation and staff retention **Staff Responsible for Monitoring:** Lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA Rise: IDEA 85% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: locus dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong onboarding and retargeted employment interview questions during interview process. **Strategy's Expected Result/Impact:** retain and recruit teachers **Staff Responsible for Monitoring:** lead team, district **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high-quality candidates per role by using high-quality resume criteria **Strategy's Expected Result/Impact:** increased staff retention **Staff Responsible for Monitoring:** lead team and staffing **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 3: Rise Academy will earn a satisfaction rating of 90% on the Annual Employee Evaluation Survey

High Priority

Evaluation Data Sources: AEES, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly whole school staff engagements off campus, Monthly staff celebrations, Teacher/Co Teacher of the month celebrations and recognition. **Strategy's Expected Result/Impact:** Completing these above tasks will ensure staff feels appreciated and recognized for their hard work daily. **Staff Responsible for Monitoring:** Lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

IDEA Public Schools

Riverview Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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: September 1, 2023

Demographics

Demographics Summary

We are an Elementary Kinder-5th grades school. Our enrollment is of 823 students with 99% of them being Hispanic. 96% of our students are economically disadvantaged. 78% of them are English Learners and 4% of our total population receive special education services.

Demographics Strengths

We are proud to report that our staff retention rates continue to be consistently over 85% for the past 4 years.

We are also proud to report that our attendance continues to improve after very difficult years of pandemic. Although our campus did not meet the district attendance goal of 97%, we continue to average above the district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. **Root Cause:** There is a lack of parental investment in student learning and progress.

Problem Statement 2: There is a need to increase parent investment. **Root Cause:** During COVID, there were limited visitors allowed on campus for both safety and health reasons. School did not transition back to pre-covid systems for campus visitors and events.

Student Learning

Student Learning Summary

IDEA Riverview Academy state accountability rating showed an increase from ___ to ___ with 99% student participation. Our current student achievement score is 56, which remained the same amount of points from las year.

The information below is pending State's release of information.

___ % of our students met growth goal for ELAR and ___% met growth goal for Math in Domain 2A giving us ____ total points. IDEA Riverview Academy students made significant gains in performance levels giving us a total of ___ points for Domain 2B. In Domain 3, we met ___ out of ___ categories in ELAR and ___ out of ___ categories in Math. ___% of Our English Language Learners made at least one year progress in TELPAS.

With the overall results, we saw an increase of 8 SAS points on Math results, and a decrease of 3 SAS points in ELAR, and 5 SAS points in Science.

For our non-state curriculum, we performed as follows:

	DI (Summer results)	ELA	MATH	WRITING	SOCIAL STUDIES	SCIENCE
PK	100%	100%	100%			
K	88%	96/93/86 (SAS: 92)	95/86/63 (SAS 81)		93/85/63 (SAS 80)	92/73/33 (SAS 66)
1	70%	97/86/58 (SAS: 80)	96/88/39 (SAS 74)		100/85/40 (SAS 75)	100/94/58 (SAS 84)
2	87%	100/97/65 (SAS:87)	82/66/39 (SAS 62)		94/87/64 (SAS 82)	94/76/40 (SAS 70)
3				86/60/33 (SAS 60)	94/71/45 (SAS 70)	85/60/25 (SAS 57)
4				89/60/39 (SAS 63)	80/75/58 (SAS 71)	94/59/35 (SAS 63)
5					91/68/50 (SAS 70)	
Overall		**98/93/70 (SAS 87)**	**91/80/47 (SAS 73)**	**88/60/72 (SAS 73)**	**92/79/53 (SAS 75)**	**93/72/38 (SAS 68)**

Our campus RenStar data showed an increase of 13% in Reading, and 28% in Math from BOY to EOY in 1st-5th Grades. Although some grade levels show growth, growth was minimal and not aligned with district/state exams or other progress measure programs.

Regarding our K-2nd students

Our overall DI Reading data showed 88% of students finished on or above grade level.

Math assessments demonstrate that 91% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Reading assessments demonstrate that 98% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Writing assessments demonstrate that 88% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Science assessments demonstrate that 93% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Social Studies assessments demonstrate that 92% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Student Learning Strengths

There has been a quick turnaround for students receiving RTI and teachers implementing interventions. We service students during academic block, electives, and intervention in order to close identified gaps. Instruction is appropriate and rigorous across grade levels.

Students show investment in Social Studies and Science projects implemented throughout the year.

Reading and Math gaps are identified and targeted during small group intervention to close gaps on high leverage TEKS that have not been mastered.

Students are able to make connections, articulate, and provide evidence through class discussions during Reading instruction.

The Math intervention plan we rolled out this year showed gains in State assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause:** Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 2 (Prioritized): There is a need to build student writing development in K-2nd. **Root Cause:** Inconsistent coaching and expectations for utilization of given curriculum/resources.

Problem Statement 3 (Prioritized): Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause:** Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

School Processes & Programs

School Processes & Programs Summary

In K-2nd grade, our students receive instruction on their reading level, based on the curriculum provided by our district, Direct Instruction. Our district also provides the curriculums for core content: ELAR (Wit and WIsdom), Mathematics (Eureka), Social Studies (Insight), and Science (Amplify). The curriculum needs to be aligned with TEKs to ensure students are prepared for the State exam.

Technology is implemented in every class on a daily basis. All campus, district, and state exams are proctored online. Teachers use technology to enhance daily lessons and be able to observe students' thinking processes as they are working, they provide immediate feedback as they monitor.

Ongoing Professional Development (2 Mondays every month) is provided for our teachers and leaders, based on campus trends and individual needs of development. Our campus offers op[portunities for teachers who aspire to be leaders to be trained and practice leadership skills by joining administrators during weekly observations, identifying the most pressing problem (MPP), diagnosing, and coaching other teachers.

Leaders follow a core calendar where they reflect their daily/weekly/monthly priorities. We have operating mechanisms that allow leaders to communicate on instructional and operational decisions, cascading, and follow up in communication.

Weekly observations are scheduled to provide a full coaching cycle for teachers/leaders, this includes on the spot coaching and coaching/data conversations. TeachBoost is the platform used to archive all teacher observations.

Teachers and leaders engage in daily ADA calls to parents.

"See PDF Addendum for more information."

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of learning 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.

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).
- IDEA has begun a dyslexia training for leaders through cohorts.
- IDEA submitted an 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 3.7/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 3.8/5 on the statement "My school hold my child to high academic standards"
- IDEA parents rate IDEA as 3.8/5 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 it's 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: There are inconsistencies in operating mechanisms for school-wide systems. **Root Cause:** There is a need to create clear roles and responsibilities for our campus systems.

Problem Statement 2 (Prioritized): Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause:** During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Problem Statement 3 (Prioritized): Teacher Development is affected by the lack of timely and effective feedback **Root Cause:** Inconsistencies in amount of observations

Perceptions

Perceptions Summary

Our campus has continuously met staff retention each year with more than 85% of our staff retutning to IDEA Riverview Academy. Our parents have an opportunity to communicate with teachers and administration through established communication systems (Remind, Class Dojo, TEAMs). There has been a decrease in parental involvement in the past two years due to COVID. There has also big a decrease in family survey feedback now that the survey is 100% digital and many parents prefer paper option for survey completion.

Perceptions Strengths

1.)100% staff trained and responsive to safety measures.

2.) SEL curriculum Move This World implemented across K-12 throughout the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause:** Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Problem Statement 2 (Prioritized): Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause:** Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Problem Statement 3: Create pathways to engage and support the community. **Root Cause:** COVID 19 caused social interactions to decline, lack of staff motivation to participate in after hour events, recent HQ restrictions to funding and participation.

Priority Problem Statements

Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance.

Root Cause 1: There is a lack of parental investment in student learning and progress.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR.

Root Cause 2: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to build student writing development in K-2nd.

Root Cause 3: Inconsistent coaching and expectations for utilization of given curriculum/resources.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Minimal opportunities are provided for parent involvement to improve student achievement.

Root Cause 4: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher Development is affected by the lack of timely and effective feedback

Root Cause 5: Inconsistencies in amount of observations

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support.

Root Cause 6: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders.

Root Cause 7: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Leaders are looking at single data points to identify student learning gaps and how to address them.

Root Cause 8: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other 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

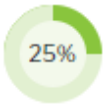
Goals

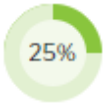
Goal 1: All IDEA students matriculate to college

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

High Priority

Evaluation Data Sources: CP Trackers where official and practice test scores are tracked

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track academic progress of students in all grade levels (K-5th) to build a strong foundation in Reading and Math. **Strategy's Expected Result/Impact:** Timely adjustments of instruction and intervention for students. Increasing academic achievement to produce college readiness **Staff Responsible for Monitoring:** Lead team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold quarterly parent conferences with parents of students who are at risk of failing. **Strategy's Expected Result/Impact:** Increase parental awareness on student's performance and increase support. **Staff Responsible for Monitoring:** Grade level teachers and Grade Level Administrator **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause**: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: CCMR Trackers that keep track of TSI scores and contents that each student has mastered

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness **Strategy's Expected Result/Impact:** Monitor the progress on the foundational skills in Reading and Math. **Staff Responsible for Monitoring:** Teachers an Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IRA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from district data dashboard (Locus)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement school wide reading and comprehension strategies that are targeted to support readiness for STAAR. **Strategy's Expected Result/Impact:** Students will be able to respond to grade level text applying learned strategies. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track student data aligned to State Accountability System (Domain I, II, III) **Strategy's Expected Result/Impact:** Students meet individual performance goal in Domain 3 **Staff Responsible for Monitoring:** Reading teachers, Assistant Principals of Instruction, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice **Strategy's Expected Result/Impact:** Increase parental awareness on students' progress and ability to to support their child. **Staff Responsible for Monitoring:** Assistant Principal of Instruction, Principal **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Materials for parents for reading curriculum night - Title I, Part A (4120) - PAR - $1,000	10%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Early identification of students (end of Q1) in need of extra support provided during the day. **Strategy's Expected Result/Impact:** Students will be able to close gaps in foundational skills. **Staff Responsible for Monitoring:** Assistant Principal of Instruction, Teacher, and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 2: There is a need to build student writing development in K-2nd. **Root Cause**: Inconsistent coaching and expectations for utilization of given curriculum/ resources.
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

School Processes & Programs

Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause**: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IRA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 50% to 52% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from district data dashboard (Locus)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategic use of the Hotspot time to increase math results in 3-5 **Strategy's Expected Result/Impact:** Students working on individualized targeted skills to improve math performance **Staff Responsible for Monitoring:** Assistant Principal of Instruction. Math Teachers, Hot Spot Facilitator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track student data aligned to State Accountability System (Domain I, II, III) **Strategy's Expected Result/Impact:** Students meet individual performance goal in Domain 3 **Staff Responsible for Monitoring:** Math teachers, Assistant Principals of Instruction, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	10%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice **Strategy's Expected Result/Impact:** Increase parental awareness on students' progress and ability to to support their child. **Staff Responsible for Monitoring:** Assistant Principal of Instruction, Principal **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Materials for parents for math curriculum night - Title I, Part A (4120) - PAR - $1,000	10%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Early identification of students (end of Q1) in need of extra support provided during the day. **Strategy's Expected Result/Impact:** Students will be able to close gaps in foundational skills **Staff Responsible for Monitoring:** Assistant Principal, teacher, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 2: There is a need to build student writing development in K-2nd. **Root Cause**: Inconsistent coaching and expectations for utilization of given curriculum/ resources.

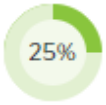
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.
School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause**: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.
Perceptions
Problem Statement 2: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause**: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

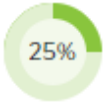
Goal 2: IDEA achieves an A Rating

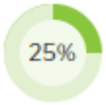
Performance Objective 3: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Summit K-12 usage reports, Imagine Learning playlists' progress

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development to all teachers on EL instructional best practices **Strategy's Expected Result/Impact:** Teachers have the necessary tools to provide support to students **Staff Responsible for Monitoring:** EB Coordinator with Lead team support **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will plan EL differentiation in lesson plans and execute during classroom instruction **Strategy's Expected Result/Impact:** Students increase a proficiency level in TELPAS and meet the EL targets in Domain III **Staff Responsible for Monitoring:** EB Coordinator, Assistant Principals, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students, **Strategy's Expected Result/Impact:** All four language domains evident in weekly lesson plans and evaluated weekly, reported to API to analyze during each weekly PTG data analysis. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 2: There is a need to build student writing development in K-2nd. **Root Cause**: Inconsistent coaching and expectations for utilization of given curriculum/ resources.
School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback **Root Cause**: Inconsistencies in amount of observations

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 PowerSchool progress reports, tutorial sign-in sheets, intervention rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide strategic intervention to 100% of HB4545 students during, afterschool, and Saturday tutorials **Strategy's Expected Result/Impact:** 100% of students meet the Accelerated Instruction Minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Supplemental instruction resources - Title I, Part A (4120) - PAR - $1,500	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed **Strategy's Expected Result/Impact:** 100% of students meet the Accelerated Instruction Minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Formative assessment data (LOCUS), progress report meetings, Instructional rounds for SPED

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Intentional SPED differentiation planning in lessons **Strategy's Expected Result/Impact:** Students receive instruction that will help them meet the standards on the state exam. **Staff Responsible for Monitoring:** SpEd teacher, content teacher, Assistant principal of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor and track SpEd students performance on weekly assessments **Strategy's Expected Result/Impact:** Respond to needs of students by adjusting instruction and support **Staff Responsible for Monitoring:** SpEd Teacher, Teacher, Assistant Principal of Instruction, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

Evaluation Data Sources: District assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in domains 1-3 by using Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Achieve a 90|60|30 in approaches, meets, and masters by the STAAR testing **Staff Responsible for Monitoring:** Assistant Principal of Instruction for Math and Reading **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrating students milestones achievement by Quarter **Strategy's Expected Result/Impact:** Students investment on their goals **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, and Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 - Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. **Root Cause**: There is a lack of parental investment in student learning and progress.
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause**: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute monthly Campus Crisis Team meetings and review safety drill data, scenario debrief, and safety score card information **Strategy's Expected Result/Impact:** Leveraging our CCT team to prepare for potential crisis will ensure we are meeting safety scorecard expectations. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide going professional development for staff **Strategy's Expected Result/Impact:** 100% of staff will be able to comply on every safety drill on campus **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback **Root Cause**: Inconsistencies in amount of observations
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause**: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 3: Increase student persistence

Performance Objective 2: IRA: 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))

Evaluation Data Sources: Panorama survey and quarterly parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 10% increase in Panorama Results and surveys **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 2	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause**: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Perceptions
Problem Statement 2: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause**: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Goal 3: Increase student persistence

Performance Objective 3: IRA: 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))

Evaluation Data Sources: District tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting **Strategy's Expected Result/Impact:** 100% completion of Anti-Bullying and Safer, Smarter School curriculum by deadline **Staff Responsible for Monitoring:** Student Success Advisor, Principal, and Assistant Principal of Instruction **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback **Root Cause**: Inconsistencies in amount of observations
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause**: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: IHT report in our district dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track MVPA minutes weekly using the MVPA dashboard and identify students that are off track and at risk of not meeting minutes. **Strategy's Expected Result/Impact:** 100% of students will meet their MVPA goal **Staff Responsible for Monitoring:** PE Coach, PE co-teacher, and Assistant Principal of Instruction **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Instructional materials to track minutes - Title I, Part A (4120) - PAR - $457.37	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. **Root Cause**: There is a lack of parental investment in student learning and progress.

Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Goal 4: Increase student daily attendance

Performance Objective 2: IRA & CP: IDEA Riverview Academy will achieve a 96% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily attendance reports and ADA Escalation Matrix.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teaching staff will execute daily care calls for students that are absent reporting the reason why student is out in the Daily Attendance Log **Strategy's Expected Result/Impact:** Build investment with families, providing a message that attendance is highly important **Staff Responsible for Monitoring:** Teachers, Assistant Principal of Operations, SIS **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Execute escalation matrix at all levels for chronically absent students. **Strategy's Expected Result/Impact:** Targeting chronically absent students and reducing the amount will increase overall daily attendance to increase a 1% yearly ADA from last year. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Weekly celebration of the highest grade levels with ADA **Strategy's Expected Result/Impact:** Promote student investment and meet ADA yearly target. **Staff Responsible for Monitoring:** Assistant Principal of Operations, SIS, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. **Root Cause**: There is a lack of parental investment in student learning and progress.
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause**: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.
School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause**: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause**: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students. **Problem Statement 2**: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause**: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff comply on each round **Staff Responsible for Monitoring:** Performance Manager **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback **Root Cause**: Inconsistencies in amount of observations

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Riverview is 100% 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

High Priority

Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Providing students with high quality instruction. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause**: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 2: There is a need to build student writing development in K-2nd. **Root Cause**: Inconsistent coaching and expectations for utilization of given curriculum/ resources.
School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback **Root Cause**: Inconsistencies in amount of observations

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Materials for parents for reading curriculum night	PAR	$1,000.00
2	2	3	Materials for parents for math curriculum night	PAR	$1,000.00
2	4	1	Supplemental instruction resources	PAR	$1,500.00
4	1	1	Instructional materials to track minutes	PAR	$457.37
				Sub-Total	$3,957.37
				Budgeted Fund Source Amount	$3,957.37
				+/- Difference	$0.00
				Grand Total Budgeted	$3,957.37
				Grand Total Spent	$3,957.37
				+/- Difference	$0.00

IDEA Public Schools

Robindale Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 14, 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: September 20, 2023

Demographics

Demographics Summary

IDEA Robindale Academy was founded in 2019 with grades K-2nd. We are an open enrollment K-5th charter school now in 2023. We are located at 3802 Ruben M Torres Blvd, Brownsville, TX 78521. Our current enrollment is 730 students as of August 2022. We strive to serve low socioeconmic areas to support our mission of going to and through college. Our demographics are the following: we have 9.61% SPED scholars, 49.58% EB scholars, 91.78% scholars that are eco dis, 98.6% hispanic, .42% asian, .14% african american and .83% white. 46.66% of our scholars are male and 53.34% are female.

Demographics Strengths

IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): overall attendance declined under the 97% goal **Root Cause:** 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Problem Statement 2 (Prioritized): Overall student persistence declined under the 90% **Root Cause:** 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Student Learning

Student Learning Summary

For Kinder-2nd 87% end the year reading on grade level.

We received 4/5 distinctions which were academic achievement in ELA/ reading and math, top 25% comparative academci growth and top 25% comparative closing the gaps. For 4th grade reading 82% of scholars met their growth goal and for 4th grade math 86% of scholars met their growth goal. For 3rd and 4th STAAR but ELA and Math had 50% of SPED scholars pass their STAAR test.

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers minimally got to meet with teachers of same content on campus. **Root Cause:** Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 2 (Prioritized): Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause:** Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Problem Statement 3 (Prioritized): Campus did not identify scholars who needed support through RTI in quarter 1. **Root Cause:** Campus did not provide training or follow up on RTI identification.

School Processes & Programs

School Processes & Programs Summary

We have a year long scope and sequence for our PD calendar that we adjust based on trends if needed. We prioritize culture and team building at beginning of year and move into content and rigor. For PD, two days of the month are PD sessions and two are content meetings. The important piece of PD is ensuring there is practice time with feedback and ultimately ensuring managers observe, follow up and coach the skill in class. Actions leaders take on a daily basis are observing teachers are an assigned skill, meet with them to model and coach the skill then follow up to mastery. As a campus we provide teachers with weekly lesson plan feedback, lesson rehearsals and coplanning as many as needed depending on the level of the teacher.

School Processes & Programs Strengths

Curriculum & Instruction:

- 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.

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 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 reatins 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): Campus did not have a system that consistently and publicly celebrates staff members **Root Cause:**) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Problem Statement 2: Campus did not hold team building events during the year. **Root Cause:** There was no criteria or plan set for when they would happen and where.

Problem Statement 3 (Prioritized): Increase intervention for at risk scholars **Root Cause:** Early identification was not done to schedule scholars

Perceptions

Perceptions Summary

Parent engagement events have been very successful. As a campus we had 76% of families attend our festivals. Feedback we got was positive and families look forward to our summer events also. Teacher turnover was at 85.2% last year. Our goal was 85% so we did meet it. As a campus we have many forms of communication for parents. We use facebook, remind and classdojo. We also have parent weekly that goes out where parents can see celebrations and important information about what is happening on campus. We send out quarterly feedback to teachers.

Perceptions Strengths

Every year, IDEA asks all staff members to complete and annual employee experience survey. Below are a few highilghts.

73% say IDEA is a is a great work place.

Nearly 9 out of 10 say their work has meaning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause:** 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2 (Prioritized): Campus did not consistently build relationships with parents **Root Cause:** 1)Campus did not host any in person events

Priority Problem Statements

Problem Statement 1: overall attendance declined under the 97% goal
Root Cause 1: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student persistence declined under the 90%
Root Cause 2: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus
Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus did not consistently build relationships with parents
Root Cause 3: 1)Campus did not host any in person events
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Campus did not show parents what learning looked like on a day to day in classrooms
Root Cause 4: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Increase intervention for at risk scholars
Root Cause 5: Early identification was not done to schedule scholars
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus did not have a system that consistently and publicly celebrates staff members
Root Cause 6:) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Campus lacked implementation of differentiation on teacher's lesson plans.
Root Cause 7: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Campus did not identify scholars who needed support through RTI in quarter 1.
Root Cause 8: Campus did not provide training or follow up on RTI identification.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Teachers minimally got to meet with teachers of same content on campus.

Root Cause 9: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 48% to 50% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Data point 1 SE in DEC
Data point 2 ME in FEB
Data collection STAAR 24

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will host content meetings monthly. **Strategy's Expected Result/Impact:** Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	30%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers minimally got to meet with teachers of same content on campus. **Root Cause**: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 31% to 33% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Data point 1 Dec
Data point 2 Feb
Data collection June 2024

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will hold monthly content meetings **Strategy's Expected Result/Impact:** Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers minimally got to meet with teachers of same content on campus. **Root Cause**: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Weekly Lesson Plan Feedback
PD session in Q1

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will coach teachers on lesson differentiation **Strategy's Expected Result/Impact:** Staff will be trained in lesson differentiation to execute stronger lesson plans to target special pop scholars **Staff Responsible for Monitoring:** API **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: 100% parent meeting completed by Q2
Weekly mins update via locus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will provide teachers with schedule for HB mins and list of scholars who will need services for math and reading before Q1 is over. **Strategy's Expected Result/Impact:** Scholars who are identified for HB will be targeted early on Campus will provide training on HB and set time in the day for daily intervention time **Staff Responsible for Monitoring:** API **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3	25%	45%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: Increase intervention for at risk scholars **Root Cause**: Early identification was not done to schedule scholars

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA: 30% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Lesson Plan Feedback
Monthly accommodation fidelity checks with teachers and SPED point person

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will ensure differentiation training is rolled out and components will be included in teacher lesson with coaching from campus leaders. **Strategy's Expected Result/Impact:** SPED scholars will increase in percentage passing on internal exams and monitored during checkpoints Data point 1 Dec 24 Data point 2 Feb 24 EOY STAAR 2024 **Staff Responsible for Monitoring:** Campus special programs coordinator API **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	N/A	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA : School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

HB3 Goal

Evaluation Data Sources: Daily Exit Ticket Tracking
Monthly Testing Tracking
Data point 1- Dec
Data point 2- Feb
STAAR 24-

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will provide teachers with weekly lesson rehearsals and coplanning **Strategy's Expected Result/Impact:** AC teachers will increase in SAS each data point period AC teachers will track data for content exams Campus leaders will prioritize struggling content areas based on data **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Increase in data and being able to identify priority scholars **Staff Responsible for Monitoring:** API for each content and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3	N/A	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
Problem Statement 3: Campus did not identify scholars who needed support through RTI in quarter 1. **Root Cause**: Campus did not provide training or follow up on RTI identification.

Goal 2: Increase student persistence

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

Evaluation Data Sources: District drill report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct safety drills monthly **Strategy's Expected Result/Impact:** In compliance with district's drill report **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: overall attendance declined under the 97% goal **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Goal 2: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Sign in sheets from each event

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** parent involvement increase **Staff Responsible for Monitoring:** School counselor **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 - Perceptions 1, 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host monthly family nights **Strategy's Expected Result/Impact:** increase in persistence, parent survey results **Staff Responsible for Monitoring:** SC **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Manipulatives, supplies for events - Title I, Part A (4120) - $1,759.89	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Overall student persistence declined under the 90% **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Perceptions

Problem Statement 1: Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause**: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2: Campus did not consistently build relationships with parents **Root Cause**: 1)Campus did not host any in person events

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan lessons on calendar for campus and share data weekly with staff **Strategy's Expected Result/Impact:** all lessons completed by deadline **Staff Responsible for Monitoring:** School counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Creating awareness to Antibullying by using different manipulatives, posters and deliverables **Strategy's Expected Result/Impact:** Creating awareness through visuals and manipulatives **Staff Responsible for Monitoring:** SC **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2 **Funding Sources:** Manipulatives and Visuals - Title I, Part A (4120) - $500	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Overall student persistence declined under the 90% **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Perceptions	
Problem Statement 2: Campus did not consistently build relationships with parents	**Root Cause**: 1)Campus did not host any in person events

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: heart rate monitors and PE data board tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE coach will consistently follow spark curriculum to improve health and agility **Strategy's Expected Result/Impact:** increase in minutes of activity **Staff Responsible for Monitoring:** PE coaches and manager **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: overall attendance declined under the 97% goal **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
Problem Statement 2: Overall student persistence declined under the 90% **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Robindale will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily, weekly and monthly tracking of ADA by grade level and as a campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: campus will follow ADA matrix consistently every week **Strategy's Expected Result/Impact:** increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	15%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: campus will have a monthly ADA incentive plan for the school year that includes and EOY celebration for families **Strategy's Expected Result/Impact:** increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** Incentives, trophies, manipulatives - Title I, Part A (4120) - $1,000	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

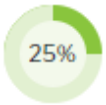
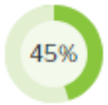
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: overall attendance declined under the 97% goal **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
Problem Statement 2: Overall student persistence declined under the 90% **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Goal 4: Increase staff retention

Performance Objective 1: 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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** increase in staff retention and teacher skill **Staff Responsible for Monitoring:** Principal and managers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

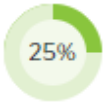
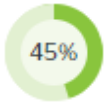
Performance Objective 1 Problem Statements:

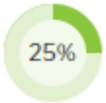
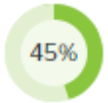
School Processes & Programs
Problem Statement 1: Campus did not have a system that consistently and publicly celebrates staff members **Root Cause**:) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 4: Increase staff retention

Performance Objective 2: IDEA Robindale is 90% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: retention count on tactical monthly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** increased staff retention **Staff Responsible for Monitoring:** managers and principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will consistently and publicly recognize a teacher and coteacher of the month by the first of the following month during morning flight **Strategy's Expected Result/Impact:** To increase teacher retention **Staff Responsible for Monitoring:** APIs, SC, Principal and Admin Asst. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Overall student persistence declined under the 90% **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

School Processes & Programs
Problem Statement 1: Campus did not have a system that consistently and publicly celebrates staff members **Root Cause**:) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Campus will enroll students when vacancies are created before end of the Quarter.

High Priority

Evaluation Data Sources: Persistence Trackers and Enrollment Trackers

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Manipulatives, supplies for events		$1,759.89
2	3	2	Manipulatives and Visuals		$500.00
3	2	2	Incentives, trophies, manipulatives		$1,000.00
				Sub-Total	$3,259.89
				Budgeted Fund Source Amount	$3,259.89
				+/- Difference	$0.00
				Grand Total Budgeted	$3,259.89
				Grand Total Spent	$3,259.89
				+/- Difference	$0.00

IDEA Public Schools

Round Rock Tech Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 31, 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

Demographics

Demographics Summary

IDEA Round Rock Tech Academy is a K-5 open-enrollment charter school that serves over 550 students ranging in age from 5-11 in the Round Rock, Texas area. The school opened as a branch of IDEA Public Schools in 2020. The student population is demographically diverse as 44% of students are Hispanic, 26% are African American, 17% are White, and 11% are Asian. The school offers Comprehensive Support and Improvement (CSI), 504 plans, Response to Intervention (RTI), Special Education, Computer Science, Speech/ Language Therapy, and Social Work programs to meet all students' diverse educational and social-emotional needs.

Demographics Strengths

IDEA Round Rock Tech Academy has a diverse student and teacher population, with 44% of students being Hispanic, 26% African American, 17% White, 11% Asian, and 59% of teachers being Hispanic, 19% African American, and 15% White. IDEA RRT Academy is also economically diverse, with 45% of students being financially disadvantaged. IDEA RRT Academy is an A-rated campus, higher than most public schools in the area. All students also receive complimentary breakfast and lunch while they are at school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a decrease in new student persistence over the past two school years. **Root Cause:** Lack of communication regarding curriculum, culture, transportation, and expectations for new families.

Problem Statement 2 (Prioritized): There is a need for more language support for EB students. IDEA RRT Academy has a large number of English Learners. **Root Cause:** Not enough language acquisition support from teachers to support English Language learners in their academics.

Student Learning

Student Learning Summary

'- Our campus has improved in on-grade reading progress for K-2nd collectively and each grade level individually. We have consistently ranked #1 in the region for the 21-22 and 22-23 school years. Our kinder class of 21-22 ended the year with 89% on grade level; we maintained student-on-grade level progress into this school year, with 1st grade ending the school year with 90%. Our priority grade for the 22-23 was 2nd grade. This is due to our 1st-grade scholars ending the 21-22 school year with only 50% on grade level. With targeted intervention, including afterschool tutoring, additional reading intervention blocks within the school day, and parent/student/teacher buy, we increased our on-track percentage to 87% by EOY.
- For ELA, we have seen consistent growth throughout the year due to the teacher being very supportive of students that needed extra support. The teacher provided small groups, intervention, and differentiated assignments based on student needs. Our 4th-grade students come better prepared due to having previous exposure to tests. Our school has maintained a top 3 ranking for the school year for all assessments in the district. Teachers would analyze data after extensive reviews and reteach based on gaps and trends students would demonstrate.
- 4th Grade Students ranked #2 in the Austin region on their Math Mock STAAR Exam. This reflects a teacher having solid knowledge internalization of math content and being able to translate that into her lessons for the students. In addition, the teacher provided differentiated opportunities for students during after-school tutoring sessions, in-class small group interventions, scaffolded independent practice, and opportunities to practice on the online platform.

Student Learning Strengths

Compared to state and district percentages, our campus has a lower rate of economically disadvantaged students; this provides our students with additional opportunities for educational support. Our campus has a diverse student population, exposing our students to more cultural learning opportunities.

Implemented Exit Ticket Tracker, including subpopulations and hotlist column to track and react to data patterns
Implemented Growth Goals tracker for 4th grade
Implemented Edcite Exit Tickets to allow opportunities for students online test familiarity and navigation
Increase overall SPED A/M/M - SPED Teacher collaboration and internalization of Math Lesson Plans.
The teacher has solid knowledge internalization of eureka content and can translate that into her lessons for the students.
Targeted Growth Goal Students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not have the necessary testing strategies to showcase their learned skills independently on standardized assessment. **Root Cause:** Lack of consistent instruction due to teacher retention impacted instructional rigor and campus ability to provide aligned supplemental instruction targeting learning gaps.

Problem Statement 2 (Prioritized): Students did not meet 90/60/30 criteria - the gap is reflected in 3rd-grade math assessment data of 56/25/12 on Mock Exam. **Root Cause:** Students did not have ample opportunities to practice testing strategies through out the school year with STAAR allowed accommodations.

School Processes & Programs

School Processes & Programs Summary

Within the campus, the instructional leaders have unique responsibilities and roles that correspond to their respective content areas. The staff members receive coaching and development based on their abilities and have frequent discussions with their managers. This approach expedites the proficiency of new employees and establishes an internal talent pool for promotions. Additionally, the campus ensures ongoing feedback through reliable accountability measures and consistent fo personalized follow-through, cultivating a supportive environment with clear performance expectations for its employees.

School Processes & Programs Strengths

IDEA' curriculum &instruction provides students access to accelerated instruction through the 1:1 technology device, including adaptive mathematics and literacy software and hundreds of thousands of books in the district's digital library. The IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment with the Texas Essential Knowledge and Skills and AP course standards and the STAAR/EOC and AP exams. Additionally, our critical student intervention program provides targeted research-based instruction to students with a 2.0-year gap in Reading and Math to close that gap by 2.0 years during the school year. During the 21-22 school year, 85% of our students increased their reading goal by 2.0 years or more. IDEA Round Rock Tech Academy has retained an average of 90% of students for the 22-23 school year. IDEA Round Rock Tech parents rated IDEA as 4.6/5 on the statement, "My school is preparing my child for college." IDEA Round Rock Tech parents rated IDEA as 4.5/5 on the statement, "My school holds my child to high academic standards." IDEA Round Rock Tech students rated IDEA as 4.6/5 on the statement, "My teachers challenge me to do my best."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 25% of teachers showed minimal growth and advancement in their TCP. **Root Cause:** Campus leaders did not prioritize developing teachers K-2 teachers.

Problem Statement 2 (Prioritized): 2/3 of teachers who resigned stated that mental health was why they left. **Root Cause:** There has been a lack of investment and prioritization of leader resources to build social emotional skills and support with staff mental health."

Perceptions

Perceptions Summary

IDEA Round Rock Tech Academy is perceived as a campus where the leadership team is in-tune with the staff, supporting them in their daily efforts and providing consistent, reliable leadership wherein their actions match their words. The 22-23 staff retention is at 92.16% compared to 66.4%from the 21-22 school year. There was a complete Lead Team change (Except APO) which created a drastically different culture in which staff felt more supported and were not forced out due to personality differences or minor work issues. Based on data on parental engagement events, participation has ranged from 70%-80% significantly with the formation of the PSA and numerous on-campus events hosted wholly or partly by parents. The most significant barrier to participation continues to be parents' work schedules which do not allow them to be present during the day.

Perceptions Strengths

All staff stated that employees are treated fairly and that leadership actions match their words. This data point reflects the firm trust that the team has in their leaders, which directly contributes to staff retention. This starkly contrasts our organizational average of 84% (fair) and 71% (words=actions). For the 22/23 SY, we launched our Parent Success Association. The PSA is our version of a PTA/PTO. We have had consistent and growing parent participation throughout the school year and strong interest from new families going into the 23/24 SY. They hosted multiple events for staff and students and raised significant funds to help support the campus in diverse areas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 30% of our staff believe they are compensated fairly for their work. **Root Cause:** There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming.

Problem Statement 2 (Prioritized): 46% believe IDEA is a mentally and emotionally healthy place to work. **Root Cause:** Lack of investment and prioritization of staff's emotional/mental state during weekly check-ins.

Priority Problem Statements

Problem Statement 1: There has been a decrease in new student persistence over the past two school years.
Root Cause 1: Lack of communication regarding curriculum, culture, transportation, and expectations for new families.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 30% of our staff believe they are compensated fairly for their work.
Root Cause 2: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: 46% believe IDEA is a mentally and emotionally healthy place to work.
Root Cause 3: Lack of investment and prioritization of staff's emotional/mental state during weekly check-ins.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: 2/3 of teachers who resigned stated that mental health was why they left.
Root Cause 4: There has been a lack of investment and prioritization of leader resources to build social emotional skills and support with staff mental health."
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 25% of teachers showed minimal growth and advancement in their TCP.
Root Cause 5: Campus leaders did not prioritize developing teachers K-2 teachers.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students did not have the necessary testing strategies to showcase their learned skills independently on standardized assessment.
Root Cause 6: Lack of consistent instruction due to teacher retention impacted instructional rigor and campus ability to provide aligned supplemental instruction targeting learning gaps.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students did not meet 90/60/30 criteria - the gap is reflected in 3rd-grade math assessment data of 56/25/12 on Mock Exam.
Root Cause 7: Students did not have ample opportunities to practice testing strategies through out the school year with STAAR allowed accommodations.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need for more language support for EB students. IDEA RRT Academy has a large number of English Learners.

Root Cause 8: Not enough language acquisition support from teachers to support English Language learners in their academics.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 54% in Spring 2024 (HB3)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking each student's performance through each assessment, STAAR prep since day one (Grade trackers, Reteach time used effectively, Accurate data when grading). **Title I:** 2.4, 2.6	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent/GTL/teacher meeting with lower performing students. **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** 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 4: High-Quality Instructional Materials and Assessments	25%	50%		

No Progress

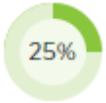
Accomplished

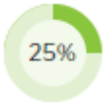
Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Begin student staar prep, strudent tracking, teacher reteaching strategies/reaction to data (from EOM/MM/SE/MOCK) from FDOS. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure parental involvement occurs by communicating goals with students/parents with 90/60/30 quarterly meetings. **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** 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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure students practice through the year on the summit app on clever for 30 min weekly during hotspot time. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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	20%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure that assistant principals are well versed on TELPAS exams to integrate TELPAs practices effectively into their content classrooms. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	35%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure to provide students with multiple opportunities to meet HB4545 required minutes such as after-school tutoring, during-school tutoring, and pull-out during Hotspot/AR. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a system to track every minute students receive and track in PowerTeacher. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that general and special education teachers are held responsible for providing accommodations consistently and effectively **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure that case managers tracking sped students' academic progress for classroom performance (not just IEP goals). **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

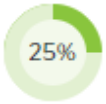
Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

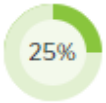
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure to track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

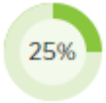
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review the scorecard at least two weeks before the audit date to identify gaps. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

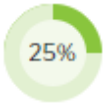
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure that all appropriate school staff is invested in preliminary scorecard review and assigned timebound actionable next steps to address gaps. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

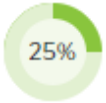
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure timely communication with families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

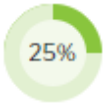
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure to plan family engagements every month to build relationships with families. **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Family engagement Tools - Title I, Part A (4120) - $2,201.29				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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))

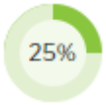
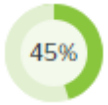
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all consent forms for SSS are sent home no later than the first day of school. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

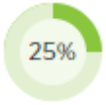
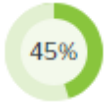
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Prep teachers for anti-bullying presentation to be completed during the first week of school as part of culture camp. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1,200. (TEC 11.253(d)(10))

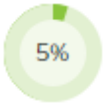
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that students are not to be pulled for testing during P.E. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure that all staff is aware that Physical Education is a required curriculum and students must meet certain minutes per the State of Texas. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Round Rock Tech Academy will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize the escalation matrix daily to ensure that any potential ADA issues are addressed promptly and that appropriate corrective actions are being undertaken. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Add monthly and quarterly ADA incentives to invest students and their parents in meeting ADA targets. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Round Rock Tech Academy is 95% staffed for all teacher positions throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure to recruit and hire high-quality candidates per role by using high-quality resume criteria **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IA & CP: IDEA Round Rock Tech Academy meets student enrollment by the 11th day during the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of AC grade levels are overenrolled before FDOS. **Strategy's Expected Result/Impact:** 100% of enrollment met. **Staff Responsible for Monitoring:** APO **Title I:** 2.6, 4.1 **- TEA Priorities:** 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	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 90% of AC students are retained during the 2023-24 school year. **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	10%	35%		

No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Family engagement Tools		$2,201.29
				Sub-Total	$2,201.29
				Budgeted Fund Source Amount	$2,201.29
				+/- Difference	$0.00
				Grand Total Budgeted	$2,201.29
				Grand Total Spent	$2,201.29
				+/- Difference	$0.00

IDEA Public Schools

Rundberg Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 2, 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

Demographics

Demographics Summary

Here at IDEA Rundberg, we are providing high quality education to ensure that we lay the foundation for our scholars to be successful in life. Our school was established in 2015 and is located in Austin, Texas. We are an open Charter School that focuses on college matriculation. We currently serve a cumulative of 697 scholars in grades K-5.

IDEA Rundberg is an open enrollment charter school founded in 2015. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Rundberg sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 91.09% White-Hispanic, 3.85% White, 2.34% Black African, and 0.16% Asian. Our population is made of 47.81% Male and 52.19% Female.

IDEA Rundberg implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Kinder through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in 3rd-5th are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them. IDEA Rundberg is on-track to uphold our legacy of sending 100% of its graduates to college.

Demographics Strengths

At IDEA Rundberg Academy, we have teachers who implement strong culture best practices which leads to significantly low percentage of discipline issues. Our campus TEA report card is a B rating. Staff members were given high quality professional development on best practices to build good rapport with all students around high expectations with culture which has lead to strong academic results. School Safety protocols are in place and partnership exists between local authorities and campus staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause:** 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 2 (Prioritized): There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause:** 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Student Learning

Student Learning Summary

Based on current data, IDEA Rundberg Academy is projected be a B. What is helping the campus in these major areas that contributed to this score were our ELA results, 5th Grade Science results, and our TELPAS results. Our cumulative ELA results afforded us the opportunity to meet 5/6 target areas in Domain 3 in addition to achieving a score of a 94(A) for academic growth. Additionally, our TELPAS results were above the state by 25% points. We had 61% of our Emergent Bilingual population grow at least 1 composite level.

Student Learning Strengths

At IDEA Rundberg Academy, our scholars are out performing the district in mathematics. Our achievement averages for math have consistently been in the top quartile.

The following strengths contribute to academic and culture success at our campus. Staff members are able to deliver results due to the level of unpacking and lesson internalization that is completed. They also deliver strong first instruction due to the lesson rehearsals that are completed on a daily/weekly basis and we are able close the achievement gap due to data driven decisions and instruction made on a daily basis. Our students are celebrated weekly for upholding our core values, being good role models for their peers and academic achievements.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause:** Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2 (Prioritized): Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Problem Statement 3: Lack of campus-wide EB strategies used to address the literacy gaps in grades K-5. **Root Cause:** Teachers lack training in best practices in lesson planning and delivery that allow for multiple opportunities for students to express learning through speaking and writing across all content areas.

Problem Statement 4: Teachers lack the skill to increase rigor in the classroom aligned to the rigor of state exam **Root Cause:** Lack of coaching by leaders on differentiation supports visible in lesson plans and in lesson delivery.

Problem Statement 5: There is a lack of planning for differentiated questions throughout each lesson. **Root Cause:** Teachers lack the knowledge and skills on how to scaffold rigorous questions throughout the lesson.

School Processes & Programs

School Processes & Programs Summary

Lastly, with the STAAR test being online, Rundberg Academy will introduce online based learning sooner in order to ensure our students' success on the STAAR.

Student Programs: Bilingual Program, Special Education General Education – Wit and Wisdom, Eureka, Amplify, Insight, Direct Instruction Electives- AR, HS, PE After school tutorial Hb4545 Intervention Move this World- Social Emotional Curriculum Typing.com IReady

Teacher Programs: Reading Academies TCP Staff Development Cycle Coaching Cycle- GET Rubric Teacher Advisory Council Campus Crisis Team Content Leaders, Course Leaders, Grade Team Leaders DI Coaches ,Course Collaborations Processes

Response to Intervention is provided to students based on academic and behavioral performance. 3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance. Weekly staff meetings are held for professional development sessions. Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need. Course Collaborations quarterly by content led by district course leader Lesson rehearsals to enhance quality of first instruction Content webinars with resources, unpacking of units, legal updates and best practices Roadmap assigned sessions to be in compliance and up to date with instructional best practices DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback Afterschool tutorial is offered to students based on academic needs

School Processes & Programs Strengths

At IDEA Rundberg, teacher and leader development is at the center of our values. For teachers, they go through intensive amounts of professional development before they even step foot into a classroom. Additionally, once the school year has started, teachers are developed through an intense coaching cycle that is comprised of real time feedback, observation feedback meetings, and data conversations. Lastly, all 3rd grade - 5th grade teachers engage in daily lesson rehearsals where they deliver pieces of their lesson to receive feedback before their first lesson.

Leaders are also developed very similarly to teachers. They go through the coaching cycle as well to ensure that they have the skills to develop teachers.

Here at IDEA Rundberg Academy, 100% of our teachers engage in lesson rehearsals to ensure that our scholars get the best learning possible the first time. Additionally, leaders here spend over 80% of their work day coaching and developing teachers in the classroom. Lastly, leaders did a great job of training staff on all of the GET Power Rows and ensured their proficiency.

Student Programs: Bilingual Program, Special Education General Education – Wit and Wisdom, Eureka, Amplify, Direct Instruction, Electives- AR, HS, PE, Intervention. Move this World- Social Emotional Curriculum Typing.com, Accelerated instruction meet required instructional minutes, Critical student intervention (CSI) Decoding (3-5th). K-2 Direct Instruction.

Teacher Programs: Reading Academies, Teacher Career Pathway, Staff Development Cycle, Coaching Cycle- GET Rubric, Teacher Advisory Council, Campus Crisis Team, Content Leaders, Course Leaders, Grade Team Leaders, Campus Crisis Safety Team Process for threats and student safety, Instructional Rounds, Culture Rounds, Lesson Plan Feedback,

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of strong teacher onboarding and opportunities for managers to create an environment of trust and work recognition. **Root Cause:** Lack of onboarding plan for staff and mechanisms to analyze teacher feedback and implement strategies to increase teacher investment and joyful opportunities.

Problem Statement 2 (Prioritized): Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause:** Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Problem Statement 3: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety **Root Cause:** Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Perceptions

Perceptions Summary

At IDEA Rundberg, we have had a high turnover rate in leadership and instructional staff. As a result, the school does not have consistency in operational systems and extensive experience in current roles. Additionally, based on staff surveys some staff feel undervalued and overworked. Teachers have a strong commitment to our mission and continue to find great purpose in serving our students. With our large population of Emergent Bilingual scholars, teachers find it difficult to connect with families if they do not speak Spanish themselves. This creates a gap in communication between the school and our community.

Perceptions Strengths

Increase in community events have yielded strong connections between our staff and families and stronger partnerships. Staff also have developed strong skills in pedagogical practices and addressing student behaviors effectively by implementing strong culture systems that are aligned in K-5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of communication systems and processes between the teachers and families. **Root Cause:** Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

Problem Statement 2: There is a need to increase trust and investment between leaders and staff on our Employee Survey. **Root Cause:** Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Problem Statement 3 (Prioritized): There is a need to increase staff retention due to lack of feeling valued. **Root Cause:** Inconsistent celebrations and recognition through out the year.

Problem Statement 4: Low performance from Emergent Bilingual scholars in EOY exams due to poor scaffolding by staff and lack of understanding Spanish. **Root Cause:** Less than 30% of staff speak nor understand Spanish and lack strategies to support the language barriers.

Priority Problem Statements

Problem Statement 1: Lack of alignment with between our writing instruction and writing expectations on STAAR.

Root Cause 1: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills.

Root Cause 2: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of strong teacher onboarding and opportunities for managers to create an environment of trust and work recognition.

Root Cause 3: Lack of onboarding plan for staff and mechanisms to analyze teacher feedback and implement strategies to increase teacher investment and joyful opportunities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Scholars did not get adequate amount of screen to scratch practice through out the year.

Root Cause 4: Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of communication systems and processes between the teachers and families.

Root Cause 5: Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a lack of follow through with implementation of the ADA escalation matrix.

Root Cause 6: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a lack of opportunities to involve parents throughout the school year on campus.

Root Cause 7: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to increase staff retention due to lack of feeling valued.

Root Cause 8: Inconsistent celebrations and recognition through out the year.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Action research results
- 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)

High Priority

Evaluation Data Sources: EOY STAAR and District assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions and writing to help increase the rigor that aligns to what they see on a college prep level. **Strategy's Expected Result/Impact:** Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy. **Staff Responsible for Monitoring:** Principal and API's	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: Quarterly Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness. **Strategy's Expected Result/Impact:** Students build foundation needed in Reading and Math **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause**: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: EOY STAAR and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions and writing to help increase the rigor of the EOY STAAR exam. **Strategy's Expected Result/Impact:** Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy. **Staff Responsible for Monitoring:** Principal and API's **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Focus on first instruction through weekly lesson rehearsals for teacher **Strategy's Expected Result/Impact:** Weekly exit ticket data to meet SAS target of 55 **Staff Responsible for Monitoring:** ELA Teachers, Assistant Principal of Instruction **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause**: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 38% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: EOY STAAR and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions, writing, and evidence of work/ justifications to help increase the rigor of the EOY STAAR exam. **Strategy's Expected Result/Impact:** Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy. **Staff Responsible for Monitoring:** Principal and API's **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 55% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS mock and large scale assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will plan EB differentiation in lesson plans and execute during classroom instruction **Strategy's Expected Result/Impact:** Meet EB targets in Domain III for state accountability **Staff Responsible for Monitoring:** Teacher, Assistant Principal, EL Point Person, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	20%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development to all teachers on EL instructional best practices. **Strategy's Expected Result/Impact:** Students increase in TELPAS proficiency **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	10%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause**: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause**: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: weekly report audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide strategic intervention to 100% of HB4545 students during afterschool and Saturday tutorials **Strategy's Expected Result/Impact:** 100% of students meet HB4545 minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	20%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed. **Strategy's Expected Result/Impact:** 100% of HB4545 students meet their minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2	10%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause**: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause**: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

School Processes & Programs

Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause**: Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan SPED differentiation in lesson plans for Reading and Math **Strategy's Expected Result/Impact:** Students receive high quality first instruction that leads to mastery and approaches in district and state exams. **Staff Responsible for Monitoring:** SPED Teacher, Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 2	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track and monitor student SPED data on weekly assessments. **Strategy's Expected Result/Impact:** SPED students meet Approaches in EOY STAAR assessment **Staff Responsible for Monitoring:** SPED teacher, Teacher, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 2	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause**: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.
School Processes & Programs
Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause**: Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Students meet 90/60/30 goal in State end of year assessments **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 2	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Parent Meetings to inform on STAAR goals and progress throughout the school year **Strategy's Expected Result/Impact:** 90% of students meet their individual STAAR goals **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** 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:** Demographics 1, 2 - Perceptions 1	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause**: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Student Learning

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause**: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

School Processes & Programs

Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause**: Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Perceptions

Problem Statement 1: Lack of communication systems and processes between the teachers and families. **Root Cause**: Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

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))

High Priority

Evaluation Data Sources: Safety Audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all safety drills are done by the deadlines as well as ensure all members of the campus crisis team is certified in all life saving measures. **Strategy's Expected Result/Impact:** Campus will be in compliance with all District and Federal guidelines for safety. **Staff Responsible for Monitoring:** Principal and APO	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Review safety scorecard feedback in APO tactical on a weekly basis **Strategy's Expected Result/Impact:** Campus receives a score of proficient or higher **Staff Responsible for Monitoring:** Assistant Principal of Operations, Campus Principals **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

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))

High Priority

Evaluation Data Sources: Family Surveys and Attendance Sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a school-wide calendar with a family engagement event each month and review each event at weekly lead team tacticals. **Strategy's Expected Result/Impact:** Families choose to keep their students are IDEA Rundberg thus increasing persistence. **Staff Responsible for Monitoring:** SC, APO, Principal **Funding Sources:** Manipulatives, Learning games, Crafts - Title I, Part A (4120) - $3,254.94	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: Culture Week Lesson Plan Audit for lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting **Strategy's Expected Result/Impact:** 100% completion of Anti-Bullying and Safer, Smarter School curriculum week 1 **Staff Responsible for Monitoring:** Principal and Student Success Advisor **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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	10%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause**: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Perceptions
Problem Statement 1: Lack of communication systems and processes between the teachers and families. **Root Cause**: Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

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))

High Priority

HB3 Goal

Evaluation Data Sources: Weekly MVPA benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly checkins with the PE coaches to ensure that they are backwards planning to meet the goal on a weekly basis. **Strategy's Expected Result/Impact:** 100% of PE scholars hit the MVPA goal. **Staff Responsible for Monitoring:** PE coaches and API **ESF Levers:** Lever 3: Positive School Culture	10%	20%		

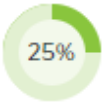
No Progress | Accomplished | Continue/Modify | Discontinue

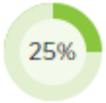
Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Rundberg will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Weekly ADA benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Rundberg will adhere to the ADA escalation matrix with 100% fidelity **Strategy's Expected Result/Impact:** Hit the ADA goal of 97% **Staff Responsible for Monitoring:** APO, SC, and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create yearly ADA celebration plan for student motivation **Strategy's Expected Result/Impact:** Meet yearly ADA goal **Staff Responsible for Monitoring:** SIS registrar, Assistant Principals, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause**: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Demographics
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

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))

Evaluation Data Sources: Weekly Reports on MVPA minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor MVPA data on a weekly basis to create weekly target list of students **Strategy's Expected Result/Impact:** 100% of students meet their MVPA minutes goal **Staff Responsible for Monitoring:** PE coach, Assistant Principal of Instruction, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	10%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause**: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

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.

Evaluation Data Sources: 100% completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle **Strategy's Expected Result/Impact:** 100% of staff development cycle meetings occur for all staff members **Staff Responsible for Monitoring:** campus leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development for goal setting, 2x2, and APR components of staff development cycle **Strategy's Expected Result/Impact:** 100% of teachers and managers complete all components of staff development cycle (SDC) **Staff Responsible for Monitoring:** campus leaders **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 3	10%	10%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is a need to increase staff retention due to lack of feeling valued. **Root Cause**: Inconsistent celebrations and recognition through out the year.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rundberg is 100% 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

High Priority

Evaluation Data Sources: Staff Retention Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have monthly touch-points with talent partner to discuss current status of teacher vacancies and resources needed to support current teachers. **Strategy's Expected Result/Impact:** Ensure that students have the best and qualified teachers teaching them from the 1st day of school. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Manipulatives, Learning games, Crafts		$3,254.94
				Sub-Total	$3,254.94
				Budgeted Fund Source Amount	$3,254.94
				+/- Difference	$0.00
				Grand Total Budgeted	$3,254.94
				Grand Total Spent	$3,254.94
				+/- Difference	$0.00

IDEA Public Schools

San Benito Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 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: August 24, 2023

Demographics

Demographics Summary

IDEA Academy San Benito is an independently managed TItle 1 Part A charter school within the IDEA Public Schools systems in the Rio Grande Valley. It is located in San Benito, TX and founded in 2008. The total size of our enrollment is 793 students. We currently have 82 Pre-K students, 104 Kinder students, 123 1st grade students, 117 2nd graders, 129 3rd grade students, 114 4th grade students, and 124 5th grade students. We have a current staff count of 55 instructional staff members on our campus.

Demographics Strengths

We currently have 94.92% teacher retention (3 leavers) to be able to provide our scholars with high quality instruction from returning staff. Our student persistence is currently at 96.12% with 32 leavers for various reasons.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students from 82% to 86%. **Root Cause:** Lack of consistent culture on school transportation and school safety protocols.

Problem Statement 2 (Prioritized): There is a need to increase student average daily attendance from 93.94% to 95%. **Root Cause:** Lack of consistency with attendance matrix, student celebrations, parent meetings, and follow up with students, parents, and teachers.

Student Learning

Student Learning Summary

Student achievement across all content areas in K-5th has shown growth from the beginning of the year. Consistent observations and coaching with feedback allowed teachers to implement strategies that would impact student acheivement. Teachers also implemented academic monitoring to track the progress of scholars in order to provide the appropriate support for students in need.

Student Learning Strengths

As a campus, we implemented more vertical alignment among contents and grade levels to be able to share best practices and teach students the skills in the same way across grade levels. Teachers were able to utilize paper based and computer based lessons to provide our scholars the practice they needed on the computer to be familiar with testing during STAAR exams. Our ELA and Math contents in 4th-5th consistently ranked in the top quartile in the district on assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to decrease the number of HB4545 students who are failing STAAR in reading and math from xx to xx. **Root Cause:** With the CSI intervention model currently used, it does not allow our scholars to get the individual support they need for reading on a daily basis.

Problem Statement 2: There is a need to increase the number of students meeting their two year growth in CSI Reading from 21% to 50%. **Root Cause:** Students not invested in CSI and some students have done the same program for multiple years with minimal progress.

Problem Statement 3: There is a need to increase the average score on extended constructed responses a minimum of 2 points on ELA STAAR exam. **Root Cause:** We have not prioritized the rigor of writing in all contents needed for scholars to be successful on STAAR. We started implementing the strategies they needed to know too late in the school year.

School Processes & Programs

School Processes & Programs Summary

Our scholars in PK-2nd grade use Reading Mastery (Direct Instruction) for Reading, along with Wit and Wisdom for ELA, and Eureka for Math. Scholars in 3rd-5th use Wit and Wisdom for ELA, Being a Writer for writing, and Eureka for Math. Communication with parents is done through Class Dojo, Facebook, and Remind on a daily and weekly basis to share important information about what is happening at our campus.

School Processes & Programs Strengths

We were able to provide our scholars with 21st century programming afterschool to allow them to participate in extra curricular activities like sports, Lego club, and homework help.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase our student enrollment in all grade levels, specifically kinder, to meet the 120 student requirement in each grade level. **Root Cause:** Lack of consistent recruiting throughout the school year and not working toward gathering a wait list for each grade level. Students that are recruited do not complete the full registration.

Problem Statement 2 (Prioritized): There is a need to onboard 100% of our new to IDEA families before the first day of school. **Root Cause:** Lack of follow up with families that have enrolled and registered. Students are starting school without anyone showing them what our school is about and our vision for our school.

Perceptions

Perceptions Summary

IDEA Academy San Benito had an 87.9% overall staff satisfaction on our Great Places to work survey. Our staff feel that their work is meaningful and are proud of what we accomplish here at SBA. Only 75% feel that our organization is a mentally and emotionally safe place to work, which is an area that we need to work on this year. Our new student persistence is currently at 89.84% with 19 leavers. This is an area that we need to improve upon in order to give all students the opportunity for college.

Perceptions Strengths

98% of our staff would recommend their manager to other IDEA employees. Overall our teachers feel like they are being coached, supported, and developed as teachers to improve on their TCP.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the past year, our student mental health cases have more than tripled in K-5th. **Root Cause:** Move this World curriculum has made students self aware and want to be able to talk to someone. They are more knowledgeable about mental health than before. They don't just talk about themselves, but also concerned about their classmates.

Problem Statement 2 (Prioritized): There is a need to increase the number of community events that engage students and their families. **Root Cause:** We haven't problem solved or discussed this in detail with the lead team to prioritize these events for our community.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students from 82% to 86%.

Root Cause 1: Lack of consistent culture on school transportation and school safety protocols.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student average daily attendance from 93.94% to 95%.

Root Cause 2: Lack of consistency with attendance matrix, student celebrations, parent meetings, and follow up with students, parents, and teachers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to decrease the number of HB4545 students who are failing STAAR in reading and math from xx to xx.

Root Cause 3: With the CSI intervention model currently used, it does not allow our scholars to get the individual support they need for reading on a daily basis.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to onboard 100% of our new to IDEA families before the first day of school.

Root Cause 4: Lack of follow up with families that have enrolled and registered. Students are starting school without anyone showing them what our school is about and our vision for our school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to increase the number of community events that engage students and their families.

Root Cause 5: We haven't problem solved or discussed this in detail with the lead team to prioritize these events for our community.

Problem Statement 5 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
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

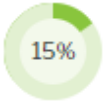
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold monthly parent conferences to share academic progress of students in danger of failing. **Strategy's Expected Result/Impact:** Increase awareness of parents to provide support to scholars. **Staff Responsible for Monitoring:** Content Teacher and APIs **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track academic progress of all students in K-5 to build a strong foundation in reading and math. **Strategy's Expected Result/Impact:** Increase academic achievement in all grades as they prepare for college prep. **Staff Responsible for Monitoring:** Content Teachers and Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track district assessments, semester exam, and mock exams to prioritize scholars of concern. **Strategy's Expected Result/Impact:** Provide remediation to scholars that are needing additional support in reading. **Staff Responsible for Monitoring:** Content Teachers and APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold monthly content meetings for reading to share best practices and current trends in classrooms. **Strategy's Expected Result/Impact:** Aligned instruction across all grade levels in reading. **Staff Responsible for Monitoring:** Content Leader and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	15%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 27% to 29% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track exit ticket data daily to provide remediation to scholars not at mastery **Strategy's Expected Result/Impact:** Increase meets and masters on STAAR assessment **Staff Responsible for Monitoring:** Content Teachers and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold monthly content meetings in Math to align instruction across all grade levels. **Strategy's Expected Result/Impact:** Align instruction across all grade levels. **Staff Responsible for Monitoring:** Content Leader and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	50%		

No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS Mock exam and TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide additional instructional time during AR to our EB scholars that need additional practice with reading and writing **Strategy's Expected Result/Impact:** Increase the % of students that maintain or increase their proficiency level on TELPAS **Staff Responsible for Monitoring:** Content Teachers and AR Facilitator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold practice clinics for TELPAS to practice taking the test on the computer. **Strategy's Expected Result/Impact:** Students become familiar with testing on the platform that will be used for TELPAS. **Staff Responsible for Monitoring:** Content Teachers, EB Point Person, Testing Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track minutes through Frontline to track progress for each scholar weekly. **Strategy's Expected Result/Impact:** All scholars meet their required minutes. **Staff Responsible for Monitoring:** Content Teachers, API, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide 15 minutes of remediation daily for students identified as HB4545. **Strategy's Expected Result/Impact:** Increase the passing % of HB4545 students in Reading and Math **Staff Responsible for Monitoring:** Content Teachers and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

HB3 Goal

Evaluation Data Sources: District Assessments, Semester Exam, and Mock Exams, RenStar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use supplemental aids aligned to high priority TEKS in Reading, Math, and Science **Strategy's Expected Result/Impact:** Increased % of students attaining approaches on STAAR in Reading, Math, and Science **Staff Responsible for Monitoring:** Content Teachers, API, and Sped Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly meetings to adjust accommodations for Sped students as needed based on data **Strategy's Expected Result/Impact:** Increased academic success for our sped scholars as the year progresses **Staff Responsible for Monitoring:** Content Teacher and sped teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** School meets 90/60/30 goal on STAAR testing. **Staff Responsible for Monitoring:** Content teachers and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold weekly Progress to Goals meetings with 3rd-5th grade teams **Strategy's Expected Result/Impact:** Target the scholars and groups that need additional support to provide remediation **Staff Responsible for Monitoring:** Content teachers and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct monthly safety drills as a campus **Strategy's Expected Result/Impact:** Ensure staff is safe during unexpected incident to allow us to score a rating of proficient or higher on the scorecard. **Staff Responsible for Monitoring:** APO and Principals **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parent involvement increases based on timely communication by all staff members **Staff Responsible for Monitoring:** Academic counselor, APIs, grade level leaders **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Pens, markers, and pencil pouches - Title I, Part A (4120) - $323	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly parent events to engage families in our school community. **Strategy's Expected Result/Impact:** Increase parent involvement in our campus. **Staff Responsible for Monitoring:** Academic Counselor, APIs, and Principal **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** dry erase boards, markers, speaker, post-it notes, school boxes - Title I, Part A (4120) - $900, Manipulatives and headsets - Title I, Part A (4120) - $1,100	20%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

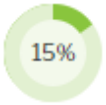
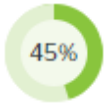
Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train and create a schedule for teachers to complete Anti-Bullying and Safer, Smarter School Curriculum by the deadline. **Strategy's Expected Result/Impact:** Discipline issues involving bullying will be reduced by the end of the school year. **Staff Responsible for Monitoring:** Academic counselor and APIs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track MVPA minutes weekly and share out report to scholar and parents. **Strategy's Expected Result/Impact:** Increase the investment and motivation in meeting the end of year goal for PE. **Staff Responsible for Monitoring:** Coaches and Academic Counselor **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA San Benito will achieve a 95% annual attendance rate for the 23-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create an in class reward system or celebration done by teachers in the classroom to promote ADA. **Strategy's Expected Result/Impact:** Increase our ADA by 1% compared to last year. **Staff Responsible for Monitoring:** Teachers, APO, APIs, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Share ADA data publicly with stakeholders to increase investment in attendance and academics. **Strategy's Expected Result/Impact:** Attendance improves gradually throughout the year to meet ADA goal by the end of the year. **Staff Responsible for Monitoring:** APO, Content Teachers, APIs **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** clipboards, legal note pads, pens, pencils - Title I, Part A (4120) - $1,100	N/A	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers feel supported and valued in their roles at IDEA San Benito and allow them to increase levels on the TCP. **Staff Responsible for Monitoring:** APIs and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	50%		

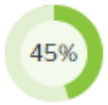
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA San Benito is 100% 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

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Our campus meets staff retention at the end of the year. **Staff Responsible for Monitoring:** APIs and Principal, Academic Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Pens, markers, and pencil pouches		$323.00
3	2	2	dry erase boards, markers, speaker, post-it notes, school boxes		$900.00
3	2	2	Manipulatives and headsets		$1,100.00
4	2	2	clipboards, legal note pads, pens, pencils		$1,100.00
				Sub-Total	$3,423.00
				Budgeted Fund Source Amount	$3,423.13
				+/- Difference	$0.13
				Grand Total Budgeted	$3,423.13
				Grand Total Spent	$3,423.00
				+/- Difference	$0.13

IDEA Public Schools

San Juan Academy

2023-2024 Campus Improvement Plan

Board Approval Date: August 31, 2023
Public Presentation Date: August 31, 2023

Mission Statement

IDEA Public Schools prepare students from under served 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: August 24, 2023

Demographics

Demographics Summary

IDEA San Juan Academy is a K - 5th grade public charter entity servicing the city of San Juan and all surrounding areas with open enrollment. We serve a population of 93.8% Emergent bilingual students, with 95% socio-economically disadvantaged. At San Juan Academy, we serve 5% special education students through a myriad of services included but not limited to a RISE unit. Our teacher to student ratio averages 30:1 and student enrollment is 789. 45% of our teachers have 6-10 years of experience. We offer a robust curriculum during the school day and an after school program that benefits our student K-5th and our families in need of support for language acquisition and other community needs.

Demographics Strengths

IDEA San Juan Academy we set high expectation for every student and goes the extra mile to make sure every student realizes their own potential. We provide personalized learning, critical thinking skills, mastery of core subjects for all of our students. IDEA public schools is a tuition free school where we provide daily warm meals and after school programs at a free of cost. At IDEA San Juan we achieve our mission of college for all in a economically disadvantage community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Problem Statement 2 (Prioritized): Special education students 3rd -5th score below benchmark in their reading exams **Root Cause:** Special education are not provided with the necessary support to meet their reading needs

Student Learning

Student Learning Summary

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. We have seen a decline with the same population in STAAR Math from 52% to 42% to 26% in 2022. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population. Our economically disadvantaged and Emergent Bilingual student had decreases in math performance with drops near 20% points in 2022.

Student Learning Strengths

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of meets or masters have increased minimally over the past several years. **Root Cause:** We do not prioritize training teachers on rigor

Problem Statement 2 (Prioritized): Achievement rates of 3-5 sped students are significantly lower as compared to non special education students **Root Cause:** We do not prioritize training teachers on how to scaffold foundational skills.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

School Processes & Programs

School Processes & Programs Summary

Idea Academy San Juan develops instructional leaders through District led PD offerings (CC) and time to unpack and co=plan alongside our teachers using district aligned resources (CCorner) We integrate the best practices in the GET rubric with tight timelines to bring a teacher to proficient in all GET rows by January. Classrooms of priority are observed often and leaders co-plan and rehearse for a strong first teach.

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): Teachers at IASJ do not have consistent access or support from a peer coach (as a model) to further develop instructional practices. **Root Cause:** Leaders have not created a system to identify teacher leaders with the capacity to coach and support development of their peers.

Problem Statement 2 (Prioritized): Lesson plans are not data driven to include formative assessments of student learning and interventions. **Root Cause:** Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Perceptions

Perceptions Summary

Idea Academy San Juan has a high rate of teacher retention. We have had above benchmark scores in our employee surveys in the last 2 years but fell short this year by 1%. Parents site that they would like more opportunity for extra curricular activities in Panorama, while all other questions have a high level of satisfaction / rate of response.

Perceptions Strengths

Perceptions strengths are that parents feel that their child is learning every day, is being challenged and that the school holds high academic standards for students. Parents also feel that the school provides them with news and information in a language they can understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. **Root Cause:** Teachers are not aware of behavior matrix to follow according to severity of behavior.

Problem Statement 2 (Prioritized): During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school. **Root Cause:** Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Priority Problem Statements

Problem Statement 1: The percent of meets or masters have increased minimally over the past several years.

Root Cause 1: We do not prioritize training teachers on rigor

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Achievement rates of 3-5 sped students are significantly lower as compared to non special education students

Root Cause 2: We do not prioritize training teachers on how to scaffold foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special education students 3rd -5th score below benchmark in their reading exams

Root Cause 3: Special education are not provided with the necessary support to meet their reading needs

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers at IASJ do not have consistent access or support from a peer coach (as a model) to further develop instructional practices.

Root Cause 4: Leaders have not created a system to identify teacher leaders with the capacity to coach and support development of their peers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible.

Root Cause 5: Teachers are not aware of behavior matrix to follow according to severity of behavior.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school.

Root Cause 6: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 5th, 3rd and PK grade level families had low participation for in their Survey.

Root Cause 7: School is not clarifying main purpose of surveys

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Lesson plans are not data driven to include formative assessments of student learning and interventions.

Root Cause 8: Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.

Problem Statement 8 Areas: School Processes & Programs

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
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: July 21, 2023

Goal 1: All IDEA students matriculate to college

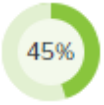
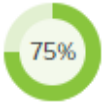
Performance Objective 1: 100% of Academy students will set College ready goals (growth goals/meets goals) at BOY.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR growth measure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: FWOS all students will set goals on goal setting template and tracker and require parent signatures at each major assessment. **Strategy's Expected Result/Impact:** Students and parents will be able to articulate goals to any stakeholder and understand required steps for growth or maintaining progress. **Staff Responsible for Monitoring:** All leadership in instructional rounds. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be given access to a Master Student Report and engage in a collaborative discussion grounded in student historical data (profile sheets) and set growth goals holistically. **Strategy's Expected Result/Impact:** BOY to MOY increase in REN STAR and other summative assessments **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	75%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. **Root Cause**: We do not prioritize training teachers on rigor

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 45% to 47% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Using pre-assessment data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills. **Strategy's Expected Result/Impact:** Increase in student progress **Staff Responsible for Monitoring:** CSI manager (REN) and teacher managers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize RTI model as a support for teachers in identification and assistance for students with academic difficulties. Review every 9 weeks **Strategy's Expected Result/Impact:** Increase in foundational skills **Staff Responsible for Monitoring:** RTI committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	45%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. **Root Cause**: We do not prioritize training teachers on rigor

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33% to 35% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Emphasize alignment of the school's mathematics curriculum with state standards and conduct frequent benchmark assessments to determine student mastery of the standards. **Strategy's Expected Result/Impact:** Increase student progress **Staff Responsible for Monitoring:** Math department manager and interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	75%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

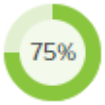
School Processes & Programs
Problem Statement 2: Lesson plans are not data driven to include formative assessments of student learning and interventions. **Root Cause**: Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.

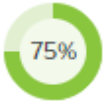
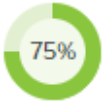
Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will prioritize literacy by requiring all language components on lesson plans and in delivery (listening, speaking, reading, writing) across all contents **Strategy's Expected Result/Impact:** Increase in student composite scores on TELPAS **Staff Responsible for Monitoring:** Teacher managers in lesson planning and all leaders in instructional rounds **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide Language Acquisition support to the EL population through the implementation of word walls and application of all applicable researched based programs. **Strategy's Expected Result/Impact:** Newcomer students will acquire the English Language to increase TELPAS scores. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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))

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** All sub populations meet growth measure **Staff Responsible for Monitoring:** Teacher managers and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	15%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. **Root Cause**: We do not prioritize training teachers on rigor
Problem Statement 2: Achievement rates of 3-5 sped students are significantly lower as compared to non special education students **Root Cause**: We do not prioritize training teachers on how to scaffold foundational skills.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 100% of Special Education students in 3rd - 5th grade will increase 1.5 grade levels according to the BOY to EOY REN STAR exam

High Priority

Evaluation Data Sources: Rem Star

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify accelerated learning opportunities (tutorials, 21st century) for all students below approaches by the September 1st. **Strategy's Expected Result/Impact:** Accelerated learning cohort will meet the approaches benchmark on STAAR '24. **Staff Responsible for Monitoring:** Principal and Assistant Principals and teachers through PowerSchool submissions **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All safety drills and lockdowns will be executed at 100% and on time **Strategy's Expected Result/Impact:** Prevent school violence or injuries **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1	95%	50%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: School monitors will be trained to appropriately monitor, react and report student behaviors and needs. **Strategy's Expected Result/Impact:** Students will feel safe to report issues to adults and surveys results will improve **Staff Responsible for Monitoring:** Assistant Principal of Operations and school monitors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	90%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. **Root Cause**: Teachers are not aware of behavior matrix to follow according to severity of behavior.

Goal 3: Increase student persistence

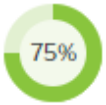
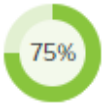
Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Plan for Learning Upload

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase in student attendance and persistence **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Manipulatives, bilingual consumables and printing supplies - Title I, Part A (4120) - $576.48	95%	50%	75%	

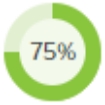
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide real world experiences such as field trips, guests, and authors to create deeper connections to content and the campus. 3 per year IMAS, ZOO, Camp Rio **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** Administrative Assistant and Business Clerk **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	100%	50%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Translate events into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** Increased Parent Engagement and Student Persistence **Staff Responsible for Monitoring:** Melissa Finch **Title I:** 2.4, 4.1, 4.2 **Funding Sources:** Translation devices - Title I, Part A (4120) - PRA - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: in addition to SSS curriculum our School counselor created intentional grouping on a yearlong calendar to include multi-level interventions for students **Strategy's Expected Result/Impact:** 1 referral or less per semester **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				

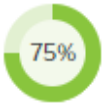
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. **Root Cause**: Teachers are not aware of behavior matrix to follow according to severity of behavior.
Problem Statement 2: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school. **Root Cause**: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE teachers will track daily progress and give feedback to students weekly and parents quarterly **Strategy's Expected Result/Impact:** increase in MVPA **Staff Responsible for Monitoring:** PE manager and PE Coaches **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent communication tracked daily with the goal of 100% of families contacted within the same school day **Strategy's Expected Result/Impact:** 97% average daily attendance **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	75%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school. **Root Cause**: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Teacher managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	75%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

High Priority

Evaluation Data Sources: Jobvite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria	95%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administrative staff and principal will assist the Human Resources department by providing information related to needed employment positions and anticipated openings, in order for timely job postings to occur. **Strategy's Expected Result/Impact:** increase in teacher retention **Staff Responsible for Monitoring:** Administrative assistant to schedule meetings and protect time. Principal to know information and share **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Manipulatives, bilingual consumables and printing supplies		$576.48
3	2	3	Translation devices	PRA	$3,000.00
				Sub-Total	$3,576.48
				Budgeted Fund Source Amount	$3,576.48
				+/- Difference	$0.00
				Grand Total Budgeted	$3,576.48
				Grand Total Spent	$3,576.48
				+/- Difference	$0.00

IDEA Public Schools

San Juan College Prep

2023-2024 Campus Improvement Plan

Board Approval Date: August 28, 2023
Public Presentation Date: August 28, 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: August 28, 2023

Demographics

Demographics Summary

1. IDEA College Preparatory San Juan is a Title 1 open- enrollment charter public school serving the needs of a rural, mostly Hispanic, low- income student body through a STEM education and various programs and activities. We are located at 600 E. Sioux Rd. in San Juan, Texas. Our student body is made up of 718 students in grades six through twelfth. Our stakeholders include a staff of over 100 people including administration, instructional and operations personnel, parents/ guardians, district support staff, private donors, and former alumni who all believe in the mission of being the largest producing district in sending young people to college. Through various opportunities throughout the year, stakeholders are able to provide feedback and suggestions for campus improvements.
2. IDEA College Preparatory San Juan provides a competitive STEM/ CTE program to all students in middle and high school as many schools in the San Juan area offer similar course offerings. However, the biggest need in our community is assisting our students through the college-going process, therefore, our college counseling department is a strength at our school.
3. We have economically disadvantaged families and students in special programs, so our programs in English Language acquisition and special education services are a big part of our campus. In addition to the programs and curriculum we have for students in our daily instruction, we have a parent program that provides English Language acquisition in order to impact the whole household and not just the student.

Demographics Strengths

Our campus proudly reflects diversity, with 89% of students facing economic disadvantages. However, our school's strength shines through as 100% of seniors progress to college, military pathways, or post-secondary options. Remarkably, 17% of the class of 2023 graduates gained admission to tier 1/Ivy institutions, supported by individualized counseling services. Our inclusive after-school programs and athletic opportunities cater to all students. Furthermore, our diverse teaching staff mirrors student backgrounds. Students receive comprehensive STEM education, covering everything from language basics to advanced skills like 3D modeling, rocket building, coding, and programming.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The software programs needed to teach our highest level STEM courses are not supported by the current technology resources available. **Root Cause:** Monies have not been invested in providing devices that can support the software.

Problem Statement 2 (Prioritized): Student support programs are limited and time was not protected to carry out primary duties in a timely manner. **Root Cause:** Insufficient training for staff who lead these initiatives as well as dividing priorities as some were classroom teachers.

Student Learning

Student Learning Summary

We are thrilled to share that our school is experiencing remarkable success and progress. An impressive 98% of our students are well on their way to achieving their graduation goals, which is a testament to their hard work and dedication. Even more exciting is the fact that 100% of our students have paved their paths to college, ensuring a bright future ahead. It is important to note that our commitment to excellence remains steadfast. Additionally, all of our seniors have achieved an incredible milestone by passing the TSI exams, granting them valuable exemptions. Our school community is incredibly proud of these achievements, and we are eager to continue fostering a supportive environment for our students' continued growth and success.

Student Learning Strengths

Our school has several notable strengths that have contributed to our overall success. Despite the state's current zone of uncertainty in data predictions, based on last year's standards, we are on track to achieve an A rating, demonstrating consistent progress. In preparation for the online STAAR exam, students in English I were provided with ample opportunities for practice, including online resources. TELPAS students also benefited from dedicated practice and tutoring sessions facilitated by our EB coordinator. A significant milestone this year was achieving a 100% TSI exemption rate, ensuring that no student will require remedial courses in college. Furthermore, many students surpassed their goal of reaching a 21 score on the ACT before the end of their Junior year. Remarkably, our AP Data predicts that we will exceed our initial goal by ending the year with 42% AP Scholar Scholars. These achievements highlight our commitment to providing a robust and well-rounded education for our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There large gaps in student literacy as shown by end of year assessments **Root Cause:** Minimal access resources that support content literacy and language acquisition

Problem Statement 2 (Prioritized): Special population groups consistently score lower than general population **Root Cause:** Teachers need professional development and resources on how to best incorporate sheltered learning instruction.

Problem Statement 3: The percent of AP Scholar rates are trending lower in terms of meeting CCMR. **Root Cause:** Instruction is often lacking in vertical alignment and consistent student practice that meets the level of rigor required by College Board and university level work.

School Processes & Programs

School Processes & Programs Summary

IDEA CPSJ is currently transitioning from a TSTEM campus to a PTECH campus to align to the vision of the State of Texas. We will continue to provide a technology program designed to provide college-level projects to our students in different paths, as well as access to an Fine Arts path. This is possible as we are a school that provides each student with a 1:1 technology device. We also continue to offer a robust AP program, with over 30% of our students becoming AP Scholars by the end of their senior year.

All this is possible because our teachers are provided with the professional development through our district partners, but also through outside trainings teachers can request to attend.

School Processes & Programs Strengths

Year over year, IDEA retains an average of 84% of students, and IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college." On the statement "My school holds my child to high academic standards, IDEA parents rate IDEA as 4.8/5. On the statement, "My teachers challenge me to do my best," IDEA students rate IDEA as a 4.6/5.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior escalating across campus leading to teacher burnout for re-occurring issues. **Root Cause:** Campus fidelity of implementation of disciplinary action.

Problem Statement 2: Campuses do not have enrollment/recruitment zones, leading to under-enrollment. **Root Cause:** Campuses have enrollment numbers that they are required to meet to retain funds. Enrollment coordinators are competing to recruit students in neighboring areas/cities.

Problem Statement 3 (Prioritized): Campus has a one size fits all curriculum that does not have too much flexibility. Area schools focus on early college and dual credit programs that appeal to parents. **Root Cause:** Infrequent family engagement regarding curriculum and road to college next steps. Additional outreach to students and parents regarding the benefits of the AP and PTech (new) Programs.

Perceptions

Perceptions Summary

At IDEA CP San Juan, the drop out rate is 0% across all race/ ethnicity groups which is not common amongst other schools in our district and neighboring communities. Our campus efforts to retain and matriculate seniors is largely attributed to this result.

We understand mental well being and access to help/ assistance is necessary and of utmost importance, so we not only have an experienced Student Success Advisor who meets with students individually and in groups, we train and promote our peer mentor group so students have access to help from many people on campus. We believe in a restorative approach to misbehavior and practice this by following our student code of conduct and providing the consequence that most appropriately matches the action.

Every year, student and parent surveys to out to our families to measure and collect data on the satisfaction of our staff and practices at our campus. Most of our teachers have a satisfactory rating from both students and parents evident in our survey data as well as in our internal district teacher pathway as our campus has a high number of level 4 and 5 teachers.

Some barriers to our families participating in surveys and campus activities are long work hours or working multiple jobs, lack of availability during the work week, no access to internet, and no access to transportation.

Perceptions Strengths

With the data from this years Annual Staff Satisfaction Survey, we found IDEA College Preparatory San Juan to be above the district average on may of the focus statements. In particular, staff believes this is a great place to work and they believe the work they do here is valuable. Staff stated they feel supported by their grade level managers and managers in that they answer questions in a timely manner and provide feedback on instruction through the coaching cycle. Teachers feel valued when they feel comfortable asking for time off when needed.

We also have a strong middle school peer mentorship program and are moving towards adding a high school component.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have seen a rise in mental health issues within our students. **Root Cause:** Students were exposed (had access) to unsupervised web access without established parameters or guidelines or proper training/ preparation during COVID.

Problem Statement 2 (Prioritized): Parental involvement at our has declined as the year progresses. **Root Cause:** The campus leadership has not developed a clear plan of collaboration.

Priority Problem Statements

Problem Statement 1: The software programs needed to teach our highest level STEM courses are not supported by the current technology resources available.

Root Cause 1: Monies have not been invested in providing devices that can support the software.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student support programs are limited and time was not protected to carry out primary duties in a timely manner.

Root Cause 2: Insufficient training for staff who lead these initiatives as well as dividing priorities as some were classroom teachers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There large gaps in student literacy as shown by end of year assessments

Root Cause 3: Minimal access resources that support content literacy and language acquisition

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special population groups consistently score lower than general population

Root Cause 4: Teachers need professional development and resources on how to best incorporate sheltered learning instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus has a one size fits all curriculum that does not have too much flexibility. Area schools focus on early college and dual credit programs that appeal to parents.

Root Cause 5: Infrequent family engagement regarding curriculum and road to college next steps. Additional outreach to students and parents regarding the benefits of the AP and PTech (new) Programs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student behavior escalating across campus leading to teacher burnout for re-occurring issues.

Root Cause 6: Campus fidelity of implementation of disciplinary action.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We have seen a rise in mental health issues within our students.

Root Cause 7: Students were exposed (had access) to unsupervised web access without established parameters or guidelines or proper training/ preparation during COVID.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parental involvement at our has declined as the year progresses.

Root Cause 8: The campus leadership has not developed a clear plan of collaboration.

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

- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA College Prep San Juan seniors are TSI exempt (HB3)

HB3 Goal

Evaluation Data Sources: TSI Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI tutorials led by college tutors for seniors not meeting performance levels in math and reading **Strategy's Expected Result/Impact:** 100% of seniors will be TSI exempt **Staff Responsible for Monitoring:** Cassandra Rodriguez (CC) **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	40%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There large gaps in student literacy as shown by end of year assessments **Root Cause**: Minimal access resources that support content literacy and language acquisition

Goal 1: All IDEA students matriculate to college

Performance Objective 2: ICPSJ average for ACT will increase by 2% points by April 2024

HB3 Goal

Evaluation Data Sources: ACT National Exam; ACT Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT preparatory curriculum accessible to all 11th and 12th grade students **Strategy's Expected Result/Impact:** 2% growth **Staff Responsible for Monitoring:** Cassandra Rodriguez **Problem Statements:** Student Learning 1	35%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There large gaps in student literacy as shown by end of year assessments **Root Cause**: Minimal access resources that support content literacy and language acquisition

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock TELPAS exam; SummitK12 program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers at ICPSJ will track for the EL population for 100% of district assessments **Strategy's Expected Result/Impact:** Growth from unit exam to unit exam **Staff Responsible for Monitoring:** Krystle Zambrano and Christian Ramirez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	30%	60%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: EL Point person will reflect on the progress after TELPAS Mock exam through the progress to goals process **Strategy's Expected Result/Impact:** Growth from Mock to Actual exam **Staff Responsible for Monitoring:** Krystle Zambrano and Christian Ramirez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Special population groups consistently score lower than general population **Root Cause**: Teachers need professional development and resources on how to best incorporate sheltered learning instruction.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Powerschool data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ICPSJ will conduct 100% of Individualized Learning Plan Committees **Strategy's Expected Result/Impact:** Touchpoint with 100% of families to inform and join in partnership to get hours completed **Staff Responsible for Monitoring:** Christian Ramirez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus will be on track by regional set benchmarks for completion of hours for every subject **Strategy's Expected Result/Impact:** Finish all HB4545 hours by May 2024 **Staff Responsible for Monitoring:** Christian Ramirez **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1	20%	40%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There large gaps in student literacy as shown by end of year assessments **Root Cause**: Minimal access resources that support content literacy and language acquisition

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR Benchmarks; Unit Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each teacher will track each unit assessments for SPED students **Strategy's Expected Result/Impact:** Growth from unit to unit or intervention plans when needing additional instruction **Staff Responsible for Monitoring:** Krystle Zambrano **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	40%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 10% increase from PTG 1 to PTG 2 for SPED students across the subjects **Strategy's Expected Result/Impact:** Identify trends and create a plan to support SPED students **Staff Responsible for Monitoring:** SPED inclusion teachers (Edwardo Lopez, Bianca Ibarra, and Alejandra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: LOCUS dashboard; unit exams; STAAR benchmark exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Monitor progress by unit exam **Staff Responsible for Monitoring:** Maricela Gaona **ESF Levers:** Lever 5: Effective Instruction	25%	40%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 10 percentage point growth from Semester Exam to Mock exam **Strategy's Expected Result/Impact:** 10% growth **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	30%	45%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: ICPSJ receives a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Regional evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a checklist of look for's to guide operations and lead team on expectations **Strategy's Expected Result/Impact:** Clarity of what will be overall assessed **Staff Responsible for Monitoring:** APO Mirelda Canales	50%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement daily rounds using check list for compliance **Strategy's Expected Result/Impact:** Reflect on areas of growth early on **Staff Responsible for Monitoring:** FM Randy Rodriguez	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase in participation from 22-23 school year to 23-24 school year **Staff Responsible for Monitoring:** Marie Gonzalez **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Posters and flyers to advertise, ink to print, paper - Title I, Part A (4120) - $2,000	50%	75%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide translated printed materials into Spanish to increase parent participation and engagement **Strategy's Expected Result/Impact:** Empower parents to implement next steps because they can refer to resources in their home language **Staff Responsible for Monitoring:** SSA Yvette Gonzalez **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Paper, ink, poster paper - Title I, Part A (4120) - PAR - $1,210.42	50%	75%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Parental involvement at our has declined as the year progresses. **Root Cause**: The campus leadership has not developed a clear plan of collaboration.

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Tracking of lesson delivery; sign in sheets/ attendance record

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track participation of curriculum per grade level **Strategy's Expected Result/Impact:** Increase in positive school culture and outreach to SSA when needed **Staff Responsible for Monitoring:** Marie Gonzalez **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

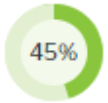
Perceptions
Problem Statement 1: We have seen a rise in mental health issues within our students. **Root Cause**: Students were exposed (had access) to unsupervised web access without established parameters or guidelines or proper training/ preparation during COVID.

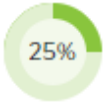
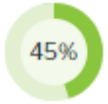
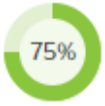
Goal 4: Increase student daily attendance

Performance Objective 1: IDEA San Juan will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily ADA records; escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ADA challenges (minimum of 3) in order to increase attendance **Strategy's Expected Result/Impact:** Maintain 97% **Staff Responsible for Monitoring:** Mirelda Canales **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Standing tactical item for lead team meeting on students of concern according to the escalation matrix **Strategy's Expected Result/Impact:** Collaborating with parents to ensure student attends school **Staff Responsible for Monitoring:** Mirelda Canales				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly individual tracking of student progress in PE class. **Strategy's Expected Result/Impact:** 90% or above of student population taking PE to be on track with minutes **Staff Responsible for Monitoring:** Ernesto Gutierrez	25%	60%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

Evaluation Data Sources: Completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff experience will be more positive, reflected on ASE survey **Staff Responsible for Monitoring:** Principal Maricela Gaona **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA San Juan is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria	25%	40%	70%	

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Posters and flyers to advertise, ink to print, paper		$2,000.00
3	2	2	Paper, ink, poster paper	PAR	$1,210.42
				Sub-Total	$3,210.42
				Budgeted Fund Source Amount	$3,210.42
				+/- Difference	$0.00
				Grand Total Budgeted	$3,210.42
				Grand Total Spent	$3,210.42
				+/- Difference	$0.00

IDEA Public Schools

South Flores Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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**
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- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA South Flores Academy is a elementary school serving over 700 scholars on the south side of San Antonio, Texas. We teach scholars from Kindergarten through 5th grade. Our campus was established in 2013 opening our doors to Kindergarten through 2nd grade. From there each year we opened another grade in 2016 we were a full scale elementary school. We serve 79% economically disadvantaged scholars, with 94% of our scholars being Hispanic. Our daily attendance is approximately 93%. Over 85% of our families continue to stay at our school year after year.

Demographics Strengths

1. Consistent communication
2 Family engagement events
3 Special programs align with needs of students
4 Behaviors do not impact student learning
5 Diverse staff
6 Collaboration between colleges and universities in our community

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to respond to unnecessary absences and how they effect academic performance for our scholars. **Root Cause:** Lack of stakeholders understanding the impact on scholars learning when they miss school.

Problem Statement 2 (Prioritized): There is a need to respond to high attendance concerns immediately to address families. **Root Cause:** Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

Student Learning

Student Learning Summary

ELA
3rd – 92%/68%
4th – 93%/58%
5th – 100%/82%
Math
3rd – 96%/37%
4th – 89%/40%
5th – 98%/60%
Science
5th – 96%/53%

Student Learning Strengths

1 Continuous weekly assessments to check academic progress
2 Implementation of writing starting in kindergarten
3 Alignment of instruction from kindergarten thru 5th grade
4 Staff members are trained in their content
5 Professional development throughout the year
6 Continuous observations from leaders

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to respond to teachers identifying differentiate instruction for scholars with learning gaps. **Root Cause:** Lack of prioritizing professional development offering differentiated strategies to address gaps in scholars learning.

Problem Statement 2: There is a need to respond to the intervention plan for scholars that are below grade level in reading and math. **Root Cause:** The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

School Processes & Programs

School Processes & Programs Summary

On our campus we use multiple ways to develop our leaders. The leadership team does weekly joint observations in which are led by the assistant principals. During these observations leaders identify their direct reports areas of growth and then develop action steps in which are reviewed by the principal. In their weekly check ins, they review their personal coaching cycle and receive ratings with observational feedback and next steps for their own leadership growth. Quarterly coaching assessments and placements are completed with weekly check ins with our teachers. This supports the teachers and leaders to align on the areas of strength and focus. We use a scope and sequence for our coaching cycle calendared out for the school year. (Culture vs Instructional -- August vs March)

School Processes & Programs Strengths

1. Staff roles and responsabilites are clear.
2. Content and culture training at beginning of the year
3. On going professional development
4. Support plan for new teachers
5. Vertical alignement between grade levels
6, Restorative justice procedures for behaviors
7. Safety is prioritized on campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to respond to different perceptions of expectations among staff members from direct managers. **Root Cause:** Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Problem Statement 2: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Perceptions

Perceptions Summary

This past school year our staff retention increased from 78% to 97%. As an organization, we used a survey to gather data that revealed that the principal had great results referring to her direct reports. The data showed that the assistant principals results from our staff was a different story. The three areas in which we are focusing this year were: 1. Staff feeling that their voices are heard and taken into consideration. (See problem statement below) 2. Our campus is a fun place to work. 3. Staff are able to take time off.

Perceptions Strengths

1 Teachers have sense of belonging anf feel supported with discipline
2. Teachers are mentored throughout observations and feedback
3. Full time counsler
4. Family engagement events
5. Academically focused and rigorous
6. Systems and procedures in place for student code of conduct

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to respond to the perception that discipline consequences do not meet severity of action. **Root Cause:** Lack of stakeholders agreement with disciplinary actions taken.

Problem Statement 2: There is a need to respond to staff feeling that their voices are being heard and ideas/thoughts considered by their direct manager. **Root Cause:** Lack of direct manager's time to hear their thoughts, ideas and feelings about decisions/situations that impact their classes/content during weekly check-in.

Priority Problem Statements

Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars.
Root Cause 1: Lack of stakeholders understanding the impact on scholars learning when they miss school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to respond to different perceptions of expectations among staff members from direct managers.
Root Cause 2: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to respond to teachers identifying differentiate instruction for scholars with learning gaps.
Root Cause 3: Lack of prioritizing professional development offering differentiated strategies to address gaps in scholars learning.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to respond to high attendance concerns immediately to address families.
Root Cause 4: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.
Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to respond to the perception that discipline consequences do not meet severity of action.
Root Cause 5: Lack of stakeholders agreement with disciplinary actions taken.
Problem Statement 5 Areas: Perceptions

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1:
Maintain 100% of 2023-24 IDEA South Flores College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education scholars, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PTG reported by College Prep Counselor

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Develop partnerships between College Prep scholars and Academy Teachers based on scholars area of academic focus and teachers area of strength. 2. Implement and facilitate 1:1 tutoring opportunities for College Prep scholars based off of partnerships. **Strategy's Expected Result/Impact:** 1. Utilizing a meet and greet introduce partnerships between, Academy teachers with academic area of strength that have been matched with College Prep scholars in that area of focus needed. Adjusting partnerships to meet scholars academic needs throughout the school year. Facilitation of tutoring will be conducted by one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year. The impact would be the time for Academy teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. **Staff Responsible for Monitoring:** College Prep -- College Counselor, Academy -- Teachers, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: South Flores Academy 3rd grade student performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 54 to 56 in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.	N/A	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: South Flores Academy 3rd grade student performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33 to 35 in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule. **Strategy's Expected Result/Impact:** Increase from 30 to 40 in Spring 2024 **Staff Responsible for Monitoring:** ELA and Math Interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: Maintain IDEA South Flores Academy annual persistence rate for scholars enrolled during the 23-24 school year will persist and return for the start of the 24-25 school year from 90% to 96% .

High Priority

Evaluation Data Sources: Weekly PTG with YTD scholar persistence tracker pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to persistence 2. Implement and facilitate parent meetings regarding persistence. 3. Allocate specific time and ways to celebrate grade levels persistence. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to Persistence. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are move to other schools. 3. During last faculty meeting of the month celebrate grade levels that are meeting persistence. The impact of scholars leaving our school is the gap that has to be filled when a new scholar comes in **Staff Responsible for Monitoring:** All Staff -- APO, API, Teacher, School Counselor, Principal **Title I:** 2.4, 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars. **Root Cause**: Lack of stakeholders understanding the impact on scholars learning when they miss school.

Problem Statement 2: There is a need to respond to high attendance concerns immediately to address families. **Root Cause**: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA South Flores will increase from 93% to a 95% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily ADA tracker with YTD data pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to daily ADA 2. Implement and facilitate parent meetings regarding ADA. 3. Allocate specific time and ways to celebrate scholars ADA. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to ADA. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are absent. 3. During monthly family engagement celebrate grade levels that are meeting ADA. CFU for families as to expectations and importance regarding ADA with give away. **Staff Responsible for Monitoring:** All Staff -- APO, SIS, Teacher, API, Principal **Title I:** 2.4, 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars. **Root Cause**: Lack of stakeholders understanding the impact on scholars learning when they miss school.

Problem Statement 2: There is a need to respond to high attendance concerns immediately to address families. **Root Cause**: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

School Processes & Programs

Problem Statement 1: There is a need to respond to different perceptions of expectations among staff members from direct managers. **Root Cause**: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: IDEA South Flores is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Weekly Staff Retention PTG reported on LOCUS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through in regards to expectations and guidelines to reduce the likelihood of a repeated offences. 2. Implement and facilitate complete coaching cycle to support the development of staff members. 3. Allocate specific time to staff weekly to voice ideas, thoughts and feelings. 4. Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook daily, weekly and monthly. Which will cause staff to leading the way in supporting scholars and families in adhering to the expectations and guidelines. 2. Completion of the coaching cycle will progressively improve and develop staff members into master teachers. Using the "GET" to rate each staff member in Teach Boost. With each staff member growth to proficient in each rating by end of school year (APR). 3. During weekly check in with direct manager 5 - 10 minutes will be allocated for staff to share ideas, thoughts and feelings regarding personal or work related decisions/situations that may impact their class, grade, or content. **Staff Responsible for Monitoring:** Direct manager - API, APO, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- 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	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to respond to different perceptions of expectations among staff members from direct managers. **Root Cause**: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.
Perceptions
Problem Statement 1: There is a need to respond to the perception that discipline consequences do not meet severity of action. **Root Cause**: Lack of stakeholders agreement with disciplinary actions taken.

IDEA Public Schools

Southeast Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 12, 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

Demographics

Demographics Summary

IDEA Southeast is a place that all scholars can call home. We provide an inclusive learning environment where students of all backgrounds and ethnicities can excel academically, socially, and emotionally. The principals of IDEA Southeast believe that through love, perseverance, dedication, and hope, we will instill the spirit of "I can and I will" in each student, staff member, and family to ensure that our students go to and through college. We truly believe that when adults get it RIGHT, our Southeast Stingers will SOAR. IDEA Southeast Academy is located in Southeast Fort Worth, Texas. Our school opened its doors in August 2021 and currently serves 454 K-3 students. We serve 96% Economically disadvantaged, 42% Emergent Bilingual and/or English Language Learners, 13% Special education, and 0.03% migrants. Our population is further identified as 63% White-Hispanic, 35% Black, and 2% other (White, Asian, etc.). Males make up 55% of our population and 45% are females. Our overall attendance is 92% for the 22-23 school year. All grade levels averaged 91% with the exception of Kindergarten which averaged 89% weekly attendance. Southeast Academy has 74% staff retention for the 22-23 school year. Our staff is made up of 53% Black, 38% Hispanic, and 7% other. 15% of our staff are males and 85% are female. The current student-teacher ratio in Kinder is 1/13 with co-teachers, 1st grade 1/30, 2nd grade 1/38, and 3rd grade 1/27. Overall student persistence is 89% and new student persistence is 84%. K-84%, 1-92%, 2-90%, and 3-92%.

Demographics Strengths

Some Strengths are all grades with the exception of kinder persistence was 90% or better. Overall persistence fell short of the goal by 1% and showed growth of 15% overall from 21-22 to 22-23 school year and growth of 10% in new student persistence from 21-22 to 22-23 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student persistence new and overall is below the goal of 90%. **Root Cause:** Kindergarten families withdraw more than other grades. Parents lack trust in school based on poor communication and school culture specifically academics and learning with other students.

Problem Statement 2 (Prioritized): Staff retention is below the goal of 85%. **Root Cause:** Hiring instructional staff in isolation and not using non-negotiables consistently has caused bad hires that result in a decrease in staff retention.

Student Learning

Student Learning Summary

IDEA Southeast Academy is a K-3 campus. K-2 core curriculum is Reading, DI, Math, Science, and Social Studies. 3rd grade core curriculum is Reading, Writing, Math, Science, and Social Studies. 3rd grade also takes takes the STAAR assessment. K-2 take Diebels. The data for the year is as follows: Kinder DI 17% of scholars on or above grade level, no data for Math. 1st DI-23% on or above grade level, ELA 99/99/76, No data for math. 2nd grade DI 30% on or above grade level, ELA 64/46/25, No math data. 3rd grade ELA grew from 22/6/0 (Semester exam) to 28/6/0 (Mock STAAR), Math 38/19/6 (Semester exam) 65/28/8 (Mock STAAR). Hotspot, an online math intervention, ended the year with 64% of 2nd and 3rd on grade level for typing, 66.67% for typing, and 44.19% for Math Geniuses. Accelerated reading ended the year with 1st-58% word masters, 2nd-15% word masters, and 3rd- 21% word masters.

Success:

We are a hotspot honor roll campus meeting the students' math intervention and typing needs with the percentages listed below. We had 100% of our scholars in 3rd grade take the STAAR test. And we ended the year base on K-2 Diebels with 60% of our scholars on track in reading.

Areas of opportunity:

Reading is always an area of concern. In K-2 students are learning to read, which means DI needs to be strong. In 3-5 students are gathering information (comprehension) and reading for pleasure which allows them to gain knowledge from what they have read. Writing is another area of opportunity for our scholars. If implemented the impact will be students who have stronger comprehension of what they have read.

Student Learning Strengths

Students can read the grade-level text but struggle with decoding words as they are reading. Students have a good grasp of math and usually perform better in this content.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with comprehension of grade-level text. **Root Cause:** Students lack the automaticity of letter sounds and blends which causes decoding errors that impact comprehension. This is a result of lack of fluency practice in all grades.

Problem Statement 2 (Prioritized): Writing is a challenge for all students. **Root Cause:** Writing is not consistently taught and monitored in all grades which causes larger writing and comprehension gaps in 3-5 grades.

School Processes & Programs

School Processes & Programs Summary

IDEA Southeast provides students with rigorous core instruction that is aligned to Texas Essential Knowledge and Skills in math, ELA, science, and social studies. K-2 utilizes Direct Instruction curriculum that allows every student to receive reading instruction at their individual level. 1:1 technology devices are used to provide students access to digital libraries, typing practice, and math intervention.

All students are serviced in the least restrictive environment and provided with any necessary accommodations and/or modifications that allow them to achieve high academic levels.

The social and emotional curriculum of Move This World is utilized by 60% of staff daily, and community circles happen every Friday where students are recognized for their hard work for the week, individual, and group counseling and grade-level guidance lessons are provided to students to increase social and emotional health.

Clubs for sports, athletics, arts, and fitness are utilized to provide students with extracurricular activities are anticipated or the 23-24 school year.

Staff Development is conducted weekly on Tuesdays to provide professional development or side-by-side support to all instructional staff. Co-teachers who express interest in teaching are provided information on teaching programs and allowed to train with an experienced teacher on lesson planning and internalization has yielded two co-teacher being promoted to lead teacher for the 23-24 school year, lesson delivery, and reteaching and extending learning to mastery of aligned content. Teachers who express interest in leadership are given information on leadership development programs and provided opportunities to learn and engage in School Leadership Lever activities this has yielded two teachers who successfully completed the Aspiring Principals program and 2 who will enter the program 23-24 school year. All staff is provided weekly coaching with action steps that improve their educational practice.

School Processes & Programs Strengths

Grade-level leaders took an active role in leadership this year that resulted in grade-level persistence events and clear communication across the campus. Another strength in our processes and programs was development of co-teachers and teachers who desire leadership. 2 co-teacher were promoted to lead teacher roles for the 23-24 school year and 2 teacher completed the aspiring principals program and 2 additional teachers entered for the 23-24 school year. This has caused teachers to desire more opportunity to learn how to lead on the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Southeast Academy did not meet our 90% student persistence goal. **Root Cause:** Southeast also lacks a clear tracking of parent concerns and resolutions.

Problem Statement 2 (Prioritized): New to IDEA teachers and staff struggled with the expectations of a highly data driven campus. **Root Cause:** Differentiated professional development tailored to the needs of new to IDEA teachers and staff was not offered.

Perceptions

Perceptions Summary

IDEA Southeast provided parents with a mid-year survey and an end-of-year survey. With 3rd grade being the first year of student surveys we had 100% of thrid graders to provide input on their perception of the campus. The results were as follows:

-GLOW: 4.4 out of 5 scholars understand school safety protocols and understand how to report safety concerns

-GROW: Ensure that scholars are educated and trained on anti-bullying efforts through numerous presentations and workshops throughout the year

-GROW: Improve family communication when teacher transitions occur or major staffing changes (host a coffee with the principals)

Perceptions Strengths

Parents and scholars rate IDEA Southeast high on perceptions of the campus. Students enjoy being in a school that is safe and conducive to learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is not enough extra-curricular offerings to students. **Root Cause:** Extra-curricular activities and competitions were not prioritized.

Problem Statement 2 (Prioritized): Students begin to act out physically more in spring semester compared to the fall semester. **Root Cause:** Staff accountability to the discipline system is not consistent.

Priority Problem Statements

Problem Statement 1: Student persistence new and overall is below the goal of 90%.

Root Cause 1: Kindergarten families withdraw more than other grades. Parents lack trust in school based on poor communication and school culture specifically academics and learning with other students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff retention is below the goal of 85%.

Root Cause 2: Hiring instructional staff in isolation and not using non-negotiables consistently has caused bad hires that result in a decrease in staff retention.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggle with comprehension of grade-level text.

Root Cause 3: Students lack the automaticity of letter sounds and blends which causes decoding errors that impact comprehension. This is a result of lack of fluency practice in all grades.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Writing is a challenge for all students.

Root Cause 4: Writing is not consistently taught and monitored in all grades which causes larger writing and comprehension gaps in 3-5 grades.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: New to IDEA teachers and staff struggled with the expectations of a highly data driven campus.

Root Cause 5: Differentiated professional development tailored to the needs of new to IDEA teachers and staff was not offered.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Southeast Academy did not meet our 90% student persistence goal.

Root Cause 6: Southeast also lacks a clear tracking of parent concerns and resolutions.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is not enough extra-curricular offerings to students.

Root Cause 7: Extra-curricular activities and competitions were not prioritized.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students begin to act out physically more in spring semester compared to the fall semester.

Root Cause 8: Staff accountability to the discipline system is not consistent.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

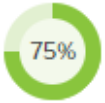
Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets
District and Regional Assessments
Mock STAAR
ELA STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All reading classes will incorporate 15 minutes of reading fluency to increase students' ability to read. **Strategy's Expected Result/Impact:** Students will achieve 90/60/30 on all district and state testing by the end of the school year. **Staff Responsible for Monitoring:** Teachers and leaders **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 39% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets
District and Regional Assessments
Mock STAAR
Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will grow in math with the consistent use of math fluency daily. **Strategy's Expected Result/Impact:** Students will achieve 90/60/30 on district and state exams by EOD. **TEA Priorities:** Build a foundation of reading and math	25%	30%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA : 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: K-12 summit practice
Mock TELPAS
TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers will provide students the opportunity to speak, listen, read, and write in class. **Strategy's Expected Result/Impact:** Beginner and Intermediate ELL students will grow by one proficiency level. **Staff Responsible for Monitoring:** ELL Coordinator, APIs,, Principal	5%	10%	40%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA 100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

HB3 Goal

Evaluation Data Sources: Minute tracker

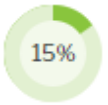
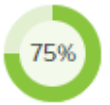
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide scholars with tutoring beginning September. **Strategy's Expected Result/Impact:** Scholars identified as needed HB 4545 will grow on state exam by 25%. **Staff Responsible for Monitoring:** Teachers, APIs, Principal	5%	30%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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))

Evaluation Data Sources: Monthly campus safetyAudits
regional safety audits
State safety audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly campus safety checks. **Strategy's Expected Result/Impact:** 100% of staff will successfully pass campus safety quarterly checks.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA : 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))

High Priority

Evaluation Data Sources: Tracking parents attending events through sign-in sheets
Agenda and sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent participation with our campus at events such as Coffee with the Principal, Report Card Night, and grade level persistence events. **Strategy's Expected Result/Impact:** Parent participation at school event will grow from 75% to 80%, **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Translation devices, paper, pens, clipboards, posters, and pencils per event. - Title I, Part A (4120) - $2,161.71	10%	30%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IA: 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))

High Priority

Evaluation Data Sources: Agenda and sign-in sheets for scholars

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use of the Safer, Smarter school curriculum during 1st week of school. **Strategy's Expected Result/Impact:** 100% of teachers engage classes in safer, smarter school curriculum by 8/14/2023	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Quarterly check with PE teacher and Co-teacher

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track progress toward quarterly goals. **Strategy's Expected Result/Impact:** 100% of scholars meet quarterly goals.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA : IDEA Southeast Academy will achieve a 95% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance by OATT by class and grade level
Use of escalation Matrix
ADA Huddles agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Aligning ADA matrix with ADA huddle. **Strategy's Expected Result/Impact:** 5% ADA growth in each grade level per quarter compared to 22-23 school year.	5%	N/A	65%	

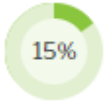
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: IA: By the end of the first quarter 100% of students will participate once a month in an ADA incentive challenge to increase daily attendance in grade levels.

High Priority

Evaluation Data Sources: Grade level ADA
ADA huddles

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a year-round incentive calendar for ADA challenges. **Strategy's Expected Result/Impact:** 100% student participation will lead to 5% ADA increase in all grade levels.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 1: IA: 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.

High Priority

Evaluation Data Sources: Teachboost
cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide a clear goal with consistent updates. **Strategy's Expected Result/Impact:** 100% of staff meet all goals in the staff development cycle.	N/A	30%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA: IDEA Southeast is 100% 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

Evaluation Data Sources: Monthly think tanks
mid-year staff surveys
End of year staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Allowing multiple modes of feedback from staff **Strategy's Expected Result/Impact:** 100% of teachers start and finish 23-24 school year at IDEA Southeast. **TEA Priorities:** Recruit, support, retain teachers and principals	10%	30%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: By the 11th day of school, IDEA Southeast will be 100% enrolled with 509 students.

Evaluation Data Sources: Stinger room the first week of school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong visual recruitment **Strategy's Expected Result/Impact:** 4/6 grades will be over enrolled to ensure 100% enrollment is met.	30%	45%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: By the 3rd day of school all no shows will be dropped to open seats for waitlisted students.

Evaluation Data Sources: attendance sheets
STREAM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporating an enrollment tracking document. **Strategy's Expected Result/Impact:** 100% of no shows drop so enrollment is clean and clear in order to make offers to others.	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Translation devices, paper, pens, clipboards, posters, and pencils per event.		$2,161.71
				Sub-Total	$2,161.71
				Budgeted Fund Source Amount	$2,161.71
				+/- Difference	$0.00
				Grand Total Budgeted	$2,161.71
				Grand Total Spent	$2,161.71
				+/- Difference	$0.00

IDEA Public Schools

Spears Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 14, 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: August 31, 2023

Demographics

Demographics Summary

IDEA Spears Academy is a Title I campus that offers quality educational programs and extracurricular activities to students in the grades Kindergarten through 5th grade.

IDEA Spears Academy is a part of one of the fastest growing charter school networks in the Houston Region. Currently, IDEA Academy has a large student enrollment in the the IDEA Public School districts. Our increase in enrollment is attributed to recruitment efforts. New students have enrolled from several different school districts in the Houston Region.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 85% Hispanic, 12% of students with disabilities, and 20% of English Language Learners.

Demographics Strengths

Spears Academy demographic strengths involves our ELs performing at a higher rate than general pop students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): our 85% hispanic students and 12% of our students with disabiities did not meet goals for district assessments **Root Cause:** SIOP training was not provided until the end of the year

Problem Statement 2 (Prioritized): Low sped on STAAR **Root Cause:** SpEd compliance was not monitored with sped audits or trainings.

Student Learning

Student Learning Summary

We have not received the official data yet

Student Learning Strengths

see pdf

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student approaches in Math in 4th grade math was low (50%) **Root Cause:** We did not have a consistent teacher in the classroom, interventionist were pulled in to help gaps in teacher attrition

Problem Statement 2 (Prioritized): Student Masters for Math and ELA did not hit the 30% mark (11%) **Root Cause:** Teachers and leaders were more focused on the students that were at the bubble for APR and Meets

School Processes & Programs

School Processes & Programs Summary

See PDF in Addendum for more information

Additionally we have added further training for teachers and new leaders. Principal is implementing and utilizing systems to ensure accountability teachers and leaders.

School Processes & Programs Strengths

Curriculum & Instruction:

- 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’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,

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers not upholding school-wide classroom expectations **Root Cause:** Leaders were not consistent in instructional rounds to close the coaching cycle.

Problem Statement 2 (Prioritized): Feedback was not provided daily to teachers after classroom observations with consistency **Root Cause:** Leaders did not follow up with the feedback that was given to teachers.

Perceptions

Perceptions Summary

Campus surveys were provided to teachers and parents and results are linked.

Perceptions Strengths

Perceptions Strengths for Spears Academy

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Overall culture for spears increased significantly with faculty, parent culture decreased. **Root Cause:** Systems that were in place, were not consistent with follow through.

Problem Statement 2 (Prioritized): Student persistence fell well below the regional goal. **Root Cause:** Student expectations were not consistently upheld by teachers. The school did not have good collaboration with parents

Priority Problem Statements

Problem Statement 1: our 85% hispanic students and 12% of our students with disabiities did not meet goals for district assessments
Root Cause 1: SIOP training was not provided until the end of the year
Problem Statement 1 Areas: Demographics

Problem Statement 2: Student approaches in Math in 4th grade math was low (50%)
Root Cause 2: We did not have a consistent teacher in the classroom, interventionist were pulled in to help gaps in teacher attrition
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student Masters for Math and ELA did not hit the 30% mark (11%)
Root Cause 3: Teachers and leaders were more focused on the students that were at the bubble for APR and Meets
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Low sped on STAAR
Root Cause 4: SpEd compliance was not monitored with sped audits or trainings.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Teachers not upholding school-wide classroom expectations
Root Cause 5: Leaders were not consistent in instructional rounds to close the coaching cycle.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Feedback was not provided daily to teachers after classroom observations with consistency
Root Cause 6: Leaders did not follow up with the feedback that was given to teachers.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Overall culture for spears increased significantly with faculty, parent culture decreased.
Root Cause 7: Systems that were in place, were not consistent with follow through.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student persistence fell well below the regional goal.
Root Cause 8: Student expectations were not consistently upheld by teachers. The school did not have good collaboration with parents

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
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 8, 2023

Goal 1: IDEA Spears Academy achieves an A Rating by the end of the 23-24 school year

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Student Renstar and district assessment proficiency will be tracked consistently utilizing edcite and the classroom teacher tracker. Students will track their own data weekly. Teachers will utilize the weekly testing, exit ticket data, and MOY RENSTAR to track students' progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students who need math and reading intervention will be identified for CSI. The AR and hotspot teacher will monitor students progress and goals in conjunction with math and ELA teachers. Reading and Math tutorials will also be inplemented early on for those priority students. **Strategy's Expected Result/Impact:** The expected impact is to meet the performance objective for students **Staff Responsible for Monitoring:** Math & ELA teachers, AR, CSI teachers **Targeted Support Strategy**	10%	20%	30%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Spears Academy achieves an A Rating by the end of the 23-24 school year

Performance Objective 2: IA 90% of students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

Evaluation Data Sources: Summitk12 will be utilized daily during HR time for consistent practice for ELLs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The use of Summit K12 will be part of Homeroom time daily. **Strategy's Expected Result/Impact:** Increase the number of students that meet their TELPAS goals	15%	20%	35%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA Spears Academy achieves an A Rating by the end of the 23-24 school year

Performance Objective 3: IA 100% of SPED Students attain approaches in STAAR by June 2024

High Priority

Evaluation Data Sources: Principal and leaders will conduct sped audits at the end of each week to ensure documentation from teachers is being inputted and that the sped teachers are providing the proper services for sped students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sped point person and principal will conduct weekly observations and audits to ensure IEP's are being followed.	5%	25%	25%	

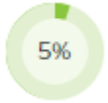
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA Spears Academy achieves an A Rating by the end of the 23-24 school year

Performance Objective 4: IA ;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

High Priority

Evaluation Data Sources: Leaders will conduct daily instructional rounds, data conversations after every district assessment and ET sorts. Teachers will track their priority students daily with aggressive monitoring tool and communicate with parents on any academic concerns

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Priority students are tracked and provided small group pullout and targeted tutorials.				

  No Progress Accomplished Continue/Modify Discontinue

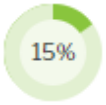
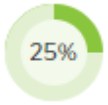
Goal 1: IDEA Spears Academy achieves an A Rating by the end of the 23-24 school year

Performance Objective 5: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from202% to 22% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Student Renstar and district assessment proficiency will be tracked consistently utilizing edcite and the classroom teacher tracker. Students will track their own data weekly. Teachers will utilize the weekly testing, exit ticket data, and MOY RENSTAR to track students' progress.

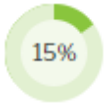
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will utilize Renstar tests to regroup and target students based on results and track them through testing during saturday school, additional daily tutorials				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 1: IA: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year

Evaluation Data Sources: Evidenced by persistence and daily ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA matrix will be consistently monitored. School leaders will work together to implement interventions early on. We will also utilize our counselor and APO collaboration for anti-bullying seminars, and calendared persistence events. We will conduct routine campus safety audits monthly **Strategy's Expected Result/Impact:** The expected impact is to increase student persistence and meet the performance objective. **Staff Responsible for Monitoring:** APO, counselor and principals **Targeted Support Strategy**	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Spring Town Hall and Semester 1 Report Card Pick Up.
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance.

High Priority

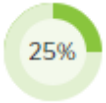
Evaluation Data Sources: quarterly parent surveys given out.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** expected result is for panorama survey data to increase parent satisfaction data **Staff Responsible for Monitoring:** all campus leaders **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - Title I, Part A (4120) - 4.2 - $1,200	15%	25%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselors will deliver anti-bullying presentations at least once a semester **Strategy's Expected Result/Impact:** bullying incidents and complaints reduce by 50%				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 4: Spears AC will have a 100% of students meeting the pacer goal

Evaluation Data Sources: PE teacher will report out quarterly deadlines for this goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal will have check-ins with PE teachers to check goal completion weekly				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance to 97% daily

Performance Objective 1: IA Spears Kinder will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

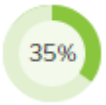
Evaluation Data Sources: daily ADA is at least 95% daily in all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will assign specific duties and roles when it comes to the ADA escalation matrix. APO and Principals will tightly manage the matrix. Students who have attendance issues will have a meeting scheduled along with an attendance contract assigned **Strategy's Expected Result/Impact:** Expected result is to increase ADA, mitigate turancy issues **Staff Responsible for Monitoring:** All lead team **Targeted Support Strategy - Additional Targeted Support Strategy**	5%	25%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention to 80% by may 2024

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Direct managers will input observation feedback at LEAST once a week into teachboost and follow the coaching cycle in order to effectively complete the 2x2'S	N/A			

  No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention to 80% by may 2024

Performance Objective 2: IA Spears will be 100% 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

High Priority

Evaluation Data Sources: 0% of teachers quit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus staff persistence events calendared early on. Pulse check surveys sent out monthly. Hiring processes are stringent, targeted and intentional. Onboarding processes are well thought and implemented effectively. Lead Team will calendar weekly check-ins **Strategy's Expected Result/Impact:** expected result is to hire highly motivated and effective teachers **Staff Responsible for Monitoring:** Principal, APIs, staffing dept **Targeted Support Strategy - Additional Targeted Support Strategy**	10%	35%	60%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Spears Academy suspensions will decrease by 75% by the end of the 23-24 school year.

Performance Objective 1: Spears academy will utilize new restorative discipline systems in order to reduce the number of students displaced because of behavior

High Priority

Evaluation Data Sources: Less students with suspensions each quarter

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ISS and restorative discipline practices. Implement a strong culture start, with clear behavior expectations. **Strategy's Expected Result/Impact:** Significantly reduce the numbers of suspensions in grades 3-5 **Targeted Support Strategy - Additional Targeted Support Strategy**	N/A	20%	65%	

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1		4.2	$1,200.00
				Sub-Total	$1,200.00
				Budgeted Fund Source Amount	$3,413.23
				+/- Difference	$2,213.23
				Grand Total Budgeted	$3,413.23
				Grand Total Spent	$1,200.00
				+/- Difference	$2,213.23

IDEA Public Schools

Sports Park Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

Campus: IDEA Sports Park Academy believes that each and every child can go to college. Currently, IDEA Sports Park Academy serves 130 scholars and IDEA Public Schools serves nearly 53,000 college-bound students in 96 schools across Texas and Louisiana. IDEA Sports Park Academy and College Prep remain on-track to uphold our legacy of sending 100% of our graduates to college which will impact the Lower RGV as graduates are better prepared to serve their community as educated, well rounded citizens.

Vision

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

Campus: IDEA Sports Park Academy prepares our community’s next generation of aspiring adults that will strive to maintain good physical and mental health. In our school we focus on developing the whole scholar through challenging academics, purposeful Social-Emotional instruction, and daily athletic development. Staff at IDEA Sports Park Academy model how to be caring, respectful, and inclusive in order to prepare all of our scholars to be ready to contribute and give back to communities in which they were raised and across the globe as leaders and upright citizens that create positive, lasting change for others.

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**

Campus Pillars

- Growth
- Team
- Excellence

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Demographics

Demographics Summary

IDEA Sports Park Academy is a public charter school that launched in Fall of 2020 with K-2 grades. Currently, IDEA Sports Park Academy has grades K-4 and has an enrollment of 464 students. We are located on the north side of Brownsville, TX near the town of Olmito. For next school year ISPKA will have grades K-5 and will target for an enrollment of 710 students.

The current student population at IDEA Sports Park Academy is approximately 464 students.

Demographics information:

EL: 263

First Year in the US: 57

SPED: 76

Hispanic: 451

White: 25

Total Male Students: 265

Total Female Students: 197

Economically Disadvantage: 405

RTI: 31

Attendance:

K	1st	2nd	3rd	4th	YTD Cum.
93.67%	94.11%	93.74%	93.97%	95.35%	94.2%

The students of IDEA Sports Park Academy are recipients of a well-balanced curriculum. Students are offered courses in Reading, ELA, Math, Science, Humanities and more.

Students are provided with daily social emotional programs and athletics as well. Students are offered opportunities to participate in after school programs like sports, homework help, art, and more. The instructional program includes subjects at various levels such as special education, accelerated reader, and more. Students are provided tutorial and remediation opportunities as well that are targeted towards their academic needs. All students are required to meet the passing standard of the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at IDEA Sports Park Academy is comprised of 48 teachers/co-teachers and 8 administrative staff. For next school year we will have a staff of 53 teachers and co/ teachers with 8 admin staff.

IDEA Sports Park Academy has three initiative priorities for this school year:

1. Developing a love and culture for reading and writing

2. Ensuring that students are in their seats every day

3. Building systems of proactive instructional readiness

Demographics Strengths

22-23 School Year

Three out of four distinctions earned-

Top 25% Closing Performance Gaps

Post Secondary Readiness

Academic Achievement in Reading

23-24 School Year (Pending STAAR Results)

Pending End of course data.

EL:

First Year in the US:

SPED:

Hispanic:

White:

Total Male Students:

Total Female Students:

Economically Disadvantage:

RTI:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause:** Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

Problem Statement 2 (Prioritized): There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause:** 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

Problem Statement 3: There is a need to increase parent communication relating to minor incidents that occur throughout the school day. **Root Cause:** When incidents happen, parents feel they don't receive the appropriate communication or follow ups to address the students concerns.

Problem Statement 4: Our afterschool program needs to shift to becoming more structured and serve as a privilege that enhances student learning. **Root Cause:** There is not a system in place to identify trigger points at which students should be excluded from ASP,

Student Learning

Student Learning Summary

In 22-23, our campus only had third and fourth grade. (ALL ABOUT STAAR DATA)
Growth measures:
Student Achievement- STAAR:
Ecomomically Disadvantaged:
School Progress using Scaling Tool:
Closing the Gaps

Difference in scores from previous years of accountability:
ELA/Math- which one outperformed
SPED Students

DISTRICT EXAMS
Kinder-2nd Math- 93/84/53 SAS 77
Kinder-2nd ELA- 58/45/26= 43 SAS
Kinder-2nd DI- Kinder 33%, 1st- 52%, 2nd- 77%= 57% on track to meet goal
Kinder-4th Science- 93/79/50= 74
Kinder-4th Humanities- 92/80/64= 79

Student Learning Strengths

Student Learning Summary

Teachers and administrators analyze data after assessments to backwards plan, reteach, and remediate skills to fill foundational gaps. We motivate students to achieve ambitious goals and celebrate when goals are met. Differentiated instruction is provided to meet student needs during and after school. Joyful environment for students to feel comfortable in.

RenSTAR data

Kinder-2nd Math 93/84/53 SAS 77

Students showed strategies and work when problem solving and reading comprehension techniques.

Students learning through hands on activities and were provided with numeorus opportunities to write within all content areas.

DI- ____Students on Track BOY and ____on track for EOY

STAAR DATA overall data

3rd ELAR:

3rd Math:

4th ELAR

4th Math:

Student Needs:

At-Risk, Special Education, English Language Learners, and CSI subpopulation of students continue to struggle in the areas of Reading and Mathematics. In order to raise scores across all tested subjects, our teachers will need to be provided with professional development that addresses rigor and relevance. We are also in need of research based instructional material in online practice of STAAR material. The campus will perform vertical alignment for all core subjects so that skills are scaffolded from one grade level to the next.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause:** Teachers have not been properly trained in SIOP strategies.

Problem Statement 2 (Prioritized): There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause:** Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Problem Statement 3 (Prioritized): There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause:** We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Problem Statement 4: There is a need to develop more writing opportunities with teacher feedback through conferencing with students. **Root Cause:** In the lower elementary students do not have specific writing blocks, and therefore instruction is embedded within lessons. There needs to be an agenda created for teachers to follow designated times for reading and writing.

Problem Statement 5: There is a need to develop instructional teaching techniques that give students opportunities to practice digitally. **Root Cause:** Teachers in lower grades have not designated time for students to practice through online platforms to practice different question types.

Problem Statement 6: There is a need to provide proper typing opportunities for students to acquire typing skills to support with short contructed and extended constructive response. **Root Cause:** Students were not provided enough typing practice through content areas.

Problem Statement 7: There is a need to support beginner EL population in acquiring English language. **Root Cause:** We have a high population of beginner EL students who can benefit an English learning program.

Problem Statement 8: There is a need to foster the love of reading and exposure to reading genres through read alouds and DEAR in the lower and upper grades. **Root Cause:** There was no designated time in schedules to read novels to students.

Problem Statement 9: There is a need to provide after school tutoring to Kinder-2nd grade. **Root Cause:** There wasn't an opportunity for teachers in the lower grades to provide tutoring for their students.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders participate in numerous developmental opportunities. Leaders have weekly instructional rounds focused on their development of in field observations which are aligned and centered around a target GET rubric. Leaders are also observed in the field bi-weekly during check ins, observations, and content meetings. Leaders have bi-weekly check ins to dive into and problem solve around data. Leaders invite teachers to instructional rounds to produce an in-depth understanding of process and procedures to produce collaborative thinking and solution seeking.

During joint rounds and culture rounds we identify campus wide or specific trends. Leaders backwards plan their focus based on trends and high priority areas. Leaders share priorities and weekly focus with all of stakeholders. Leaders follow up multiples times to assist and ensure to close the gaps. On Tuesday during PD, during weekly content meetings, and PLC days, teams receive training and support from coaches, managers, and content leaders. We also discuss potential professional development during instructional tactical meetings. Teachers are encouraged to network and are included in biweekly campus webinars to collaborate with their grade level content peers. Multiple district professional development sessions are offered on various PD days throughout the year.

Technology is heavily implemented in every class on a daily basis. All campus, district, and state exams are created and proctored online. Teachers utilize and integrate technology in their daily lessons and have specific processes for students to follow to show their thinking while working online. For the lower grades, technology is being used during elective and in class for for reading and math support.

We have created a campus wide cross curricular system with specific lesson plan components that is centered on joy, rigor, inclusion, and data tracking. We provide feedback on lessons one week in advance and give the opportunity to work side by side to ensure quality instruction. We meet weekly with content teams to practice lessons and grow the craft of their teaching. We also provide content meetings where team members discuss data and vertically align. We are building an expert class of teachers that can be observed by other staff members as well.

Our instructional programs are curated through our Headquarters offices and are implemented on campus. We supplement each of those programs in 3-4 grades with STAAR based materials as well. Our SEL program is Caring School Community and is recognized as one of the top programs available. We have athletics and after school programs available to enrich the learning of our students. This also includes supplemental tutorials for students at risk of not hitting growth goals.

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 16 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
- 94.21
- IDEA rating an average of 84% of students year over year
- Persistence as a campus 91.85%
- 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): There is a need to support below grade level readers in Direct Instruction programs in K-2. **Root Cause:** Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times. Students are coming into the new grade level with larger gaps at a high rate, students are not able to fully read and comprehend tasks independently.

Problem Statement 2 (Prioritized): There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause:** We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3 (Prioritized): There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause:** The district does not currently have a program for this area of students.

Problem Statement 4 (Prioritized): There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause:** Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

Problem Statement 5: District testing platforms do not align with state testing platforms. **Root Cause:** Our district was not prepared to align to STAAR testing. As a campus, we did not take advantage of all 3 cambium opportunities this year. The district did not implement TFAR access or training for teachers or leader to take advantage of cambium or Edcite.

Problem Statement 6: There is a need to increase expectations that students need to meet for technology usage at school and at home. **Root Cause:** Teachers did not consistently active monitor the usage of computers or reset expectations for computer usage at home.

Problem Statement 7: There is a need to provide teachers with increased levels of support and training for the Caring School Community Program. **Root Cause:** Teachers received brief training at the beginning of the year and then were supposed to figure it out.

Perceptions

Perceptions Summary

IDEA Sports Park Academy is driven by staff and family feedback. We have multiple mechanisms in place to be able to collect that feedback. We encourage and look forward to continuous parent involvement in both the academic and school wide settings. We host numerous parent engagement events throughout the year to be able to engage with our families and students. Staff are provided opportunities to get to know each other through team building opportunities, school wide committees, and out of school social opportunities. Over the last three years, staff have agreed at a higher than 90% rate that we are a great place to work. Parent survey ratings are above district average as well.

Parents, staff, and students live by our three campus pillars of growth, team, and excellence.

Perceptions Strengths

We send out communication of events or assessments in advance to make parents aware.

We listen to parent concerns and return calls/messages within 24 hours.

We use social media to share a lot of the good moments, in the classroom and the joy, especially for parents who can't come in to certain events.

Family fun day during the summer to reconnect and meet current/new families.

We have culture camp for new students, so they can experience our traditions and meet the teachers.

Positive calls have helped build strong relationships with parents and they know to reach out with any concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to improve lunchroom systems and procedures. **Root Cause:** A clear vision for lunchroom expectations has not been developed and staff are not provided feedback to meet these needs.

Problem Statement 2 (Prioritized): There is a need to adjust our parent communication system. **Root Cause:** Deans List is not user friendly and does not push out communication to our families in Mexico.

Problem Statement 3 (Prioritized): There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences. **Root Cause:** Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

Problem Statement 4 (Prioritized): There is a need to increase the percentage of students that submit homework timely. **Root Cause:** Teachers do not have a consistent system for

capturing this information and following up with parents.

Problem Statement 5: There is a need to increase percentage of time students are wearing correct uniform. **Root Cause:** Teachers and grade teams do not have consistent mechanisms for following up with parents. Grade team leaders don't have a system to capture these students and support in the follow up.

Problem Statement 6: There is a need to further increase communication between teachers and lead team, when it comes to events throughout the year. **Root Cause:** Teachers used funds from grade level/personal for events on short notice.

Problem Statement 7: There is a need to reset expectations about students being picked up early or about change in transportation. **Root Cause:** The front office accepts transportation changes and does not let parents know about early pick ups.

Problem Statement 8: There is a need to increase to different opportunities that parents have to be involved in the campus. **Root Cause:** We limited parent involvement to events and a few volunteers.

Problem Statement 9: There is a need to provide more opportunities for staff to build working relationships outside of their grade levels. **Root Cause:** We focus planning and PD time primarily on instructional focuses versus bonding and relationship building time.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23.

Root Cause 1: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%.

Root Cause 2: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to support below grade level readers in Direct Instruction programs in K-2.

Root Cause 3: Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times. Students are coming into the new grade level with larger gaps at a high rate, students are not able to fully read and comprehend tasks independently.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus.

Root Cause 4: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content.

Root Cause 5: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to support EL students in listening, speaking, reading, and writing.

Root Cause 6: Teachers have not been properly trained in SIOP strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to align district based curriculum to rigor and expectation of TEKS.

Root Cause 7: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom.

Root Cause 8: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to improve lunchroom systems and procedures.

Root Cause 9: A clear vision for lunchroom expectations has not been developed and staff are not provided feedback to meet these needs.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to increase the percentage of students that submit homework timely.

Root Cause 10: Teachers do not have a consistent system for capturing this information and following up with parents.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to adjust our parent communication system.

Root Cause 11: Deans List is not user friendly and does not push out communication to our families in Mexico.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences.

Root Cause 12: Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention.

Root Cause 13: The district does not currently have a program for this area of students.

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- 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
- 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
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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)

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT strategies and practice into RTTC II and III courses to prepare students for the ACT.	20%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

Evaluation Data Sources: Passed TSAI tests for all areas (English and Math)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan TSIA assessing in 10th grade to hep students reach TSIA exemption by senior year.	20%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 60% of fifth graders achieve meets status on STAAR across Reading, Math, and Science.

High Priority

Evaluation Data Sources: STAAR, Benchmark Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify strategic individual plans for students targeted to meet grade level and track progress towards achievement. **Strategy's Expected Result/Impact:** Achieve desired percentage of students hitting meets. **Staff Responsible for Monitoring:** Teachers, APIs, Principal **Problem Statements:** Student Learning 2 - School Processes & Programs 2	25%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
School Processes & Programs
Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 41% to 43% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement school wide reading and comprehension strategies that are simple and targeted to support readiness for STAAR. **Strategy's Expected Result/Impact:** Students will have the tools to unpack passages and respond to grade level questions. **Staff Responsible for Monitoring:** ELA teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategically leverage daily intervention time with a phonics based program to support students that are in need of Intervention or Urgent Intervention as defined by RenSTAR, but not in CSI. **Strategy's Expected Result/Impact:** Supporting below grade level readers with daily phonics instruction will increase their ability to read on grade level texts with proficiency. **Staff Responsible for Monitoring:** ELA teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 3	40%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.

Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

School Processes & Programs

Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause**: The district does not currently have a program for this area of students.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 42% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement daily, spiraled TEKs instruction with scaffolded STAAR testing strategies. **Strategy's Expected Result/Impact:** Implemeting STAAR instruction in a spiraled manner will ensure that students are supplemented with the instruction necessary to meet grade level expectations. **Staff Responsible for Monitoring:** Math teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 2	30%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
School Processes & Programs
Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS mock exam and other assessments disaggregated by EB subpop
Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review students identified as EB in the fall with grade levels and provided staff training around SIOP best practices to support them. **Strategy's Expected Result/Impact:** Ensuring staff are aware of their EBs and they practice general EB teaching strategies will support EB students in making progress. **Staff Responsible for Monitoring:** EB point person, GenED teachers **Problem Statements:** Student Learning 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: HB4545 PowerBI Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track HB4545 minutes per student by subject on a monthly basis and identify on track students for increased intervention support. **Strategy's Expected Result/Impact:** Ensuring students receive the support necessary to fulfill HB4545 minutes will give them instructional support they need to grow. **Staff Responsible for Monitoring:** Math, RLA teachers, Assistant Principal, Principal **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.
Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide monthly training to teaching staff and observational feedback on implementation of IEP plans. **Strategy's Expected Result/Impact:** Enhancing the skills of our teachers to work with SpED students and following up with implementation of IEPs will ensure we meet SpED student needs **Staff Responsible for Monitoring:** All Gen Ed teachers, SpED teachers, SpED manager **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3 - School Processes & Programs 4	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted feedback in the lesson planning process focusing on pre-planning of student accommodations and supports for SpED students. **Strategy's Expected Result/Impact:** Pre-planning for SpED students will increase the likelihood of concept attainment during the first instruction period. **Staff Responsible for Monitoring:** All Gen Ed teachers, SpED teachers, SpED manager **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3 - School Processes & Programs 4	40%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

School Processes & Programs

Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

HB3 Goal

Evaluation Data Sources: Interim Assessments, Bi-Weekly Assessments, Exit Tickets, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Tracking data will allow for identification of on or off track status to determine interventions. **Staff Responsible for Monitoring:** All teaching staff and administration in 3-5. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4	20%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

School Processes & Programs

Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause**: The district does not currently have a program for this area of students.

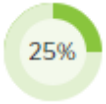
Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

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))

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute monthly Campus Crisis Team meetings and review safety drill data, scenario debrief, and safety score card information. **Strategy's Expected Result/Impact:** Leveraging our CCT team to prepare for potential crisis will ensure we are meeting safety scorecard expectations. **Staff Responsible for Monitoring:** CCT members **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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))

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Communicating with enough lead time and clarity will lead to higher liklihood of attendance **Staff Responsible for Monitoring:** Student Success Advisor, Principal, Lead Team **Problem Statements:** Demographics 1, 2 - Perceptions 2	45%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Translate evens into Spanish using translation devices. **Strategy's Expected Result/Impact:** Increase attendance and participation in events **Staff Responsible for Monitoring:** SSA, APO **Title I:** 4.2 **Funding Sources:** Translation Devices - Title I, Part A (4120) - $1,000	35%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide supplies and training materials to prepare parents to better support students in math, reading, and science. **Strategy's Expected Result/Impact:** Parents will be able to support students at home with curricular expectations. **Staff Responsible for Monitoring:** SSA **Title I:** 2.4 **Funding Sources:** Curricular materials and manipulatives - Title I, Part A (4120) - $1,122.14	25%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.
Perceptions
Problem Statement 2: There is a need to adjust our parent communication system. **Root Cause**: Deans List is not user friendly and does not push out communication to our families in Mexico.

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))

Evaluation Data Sources: Safer, Smarter School Curriculum Implementation Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate lesson delivery needs and track to 100% completion in order to meet benchmarks. **Strategy's Expected Result/Impact:** 100% completion of the Safer, Smarter Schools curriculum. **Staff Responsible for Monitoring:** Student Success Advisor, Principal **Problem Statements:** Demographics 1, 2	25%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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))

Evaluation Data Sources: MVPA Minutes Dashboard and Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track MVPA minutes weekly using the MVPA dashboard and identify students that are off track and at risk of not meeting minutes. **Strategy's Expected Result/Impact:** 100% of students enrolled by October will meet the Fitness ambassador goal. **Staff Responsible for Monitoring:** PE teacher, PE co-teacher, PE manager **Problem Statements:** Demographics 1, 2	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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

High Priority

Evaluation Data Sources: PowerBI ADA Data Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute simplified escalation matrix at the GTL, GLA, and Principal levels for chronically absent students. **Strategy's Expected Result/Impact:** Targeting chronically absent students and reducing the amount will increase overall daily attendance. **Staff Responsible for Monitoring:** SIS, Lead Team, GTLs **Problem Statements:** Demographics 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teaching staff will execute daily care calls for students that are absent and GTLs will provide accountability for these calls. **Strategy's Expected Result/Impact:** Daily care calls will send the message to parents that attendance is important and will increase attendance. **Staff Responsible for Monitoring:** GTLs, APO, SIS **Problem Statements:** Demographics 1	20%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

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.

Evaluation Data Sources: SDC completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff have a clear vision for their areas of strength/opportunity and can develop a professional plan for growth. **Staff Responsible for Monitoring:** All staff, managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4 - Perceptions 3	25%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

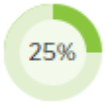
Perceptions
Problem Statement 3: There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences. **Root Cause**: Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

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.

High Priority

Evaluation Data Sources: Staff Retention PowerBI Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Bringing on high quality candidates will increase the liklihood of their success and thus their satisfaction in the role. **Staff Responsible for Monitoring:** Principal, Managers				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Translation Devices		$1,000.00
3	2	3	Curricular materials and manipulatives		$1,122.14
				Sub-Total	$2,122.14
				Budgeted Fund Source Amount	$2,122.14
				+/- Difference	$0.00
				Grand Total Budgeted	$2,122.14
				Grand Total Spent	$2,122.14
				+/- Difference	$0.00

IDEA Public Schools

Toros College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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

Demographics

Demographics Summary

A. 96% Economically Disadvantaged students is almost the whole school. Scholars from EcoDisc families are more likely to work. We have students who do not get enough sleep and are tired in class due to working shifts after school or on weekends. It can also be a deterrent to college as they may see the results of maintaining a job and earning money. They can look at the short term benefits rather than the long term benefits of a degree. More likely to come from a household that does not have a college going culture, which again can be a deterrent or lead to less motivation in the classroom.

B. The reality that 77% of our scholars speak English as a second language. Teachers knew it was a high percentage, but didn't realize it was ¾ of school. This causes the challenge of speaking Spanish in class to aid in understanding. At what point does not speaking English have a negative influence on their development. Also, for teachers who are not as fluent in Spanish, the struggle of technical terms in relation to their class, for example, science. The translations are not always common knowledge and can make it challenging to translate. Also, AP testing does not allow for aids, such as translation software or dictionaries, while STAAR does, so the balance of how much to allow the use of these resources.

How do you think the above relates to goals such as ADA, Persistence, Retention, Matriculation, and Enrollment?

1. Scholars from EcoDisc families are more likely to work and can miss school due to being over worked. The long days of working and going to school can cause ADA and persistence concerns. Also, the attraction of earning money now can lead them not wanting to matriculate to college.
2. Scholars who already have the challenge of being English language learners must also rise to the rigor that IDEA Campuses offer. If students are struggling, they may just push back and not want to go to school, which brings up ADA and persistence concerns. Also, Teachers may struggle
3. With the challenge of teaching high rigor to classes that face additional challenges such as language and it can effect retention.
4.

What are some solutions to these challenges which we know we will continue to face?

1. Aligning expectations campus wide concerning use of Spanish in classrooms and amount of scaffolding provided. Awareness of all students and who benefits from what kind of help.
2. Targeted intervention for students of all levels of challenges, not just those with the most challenges.
3. Identify and have continued dialogue with working students to see how we can support. Ask for schedules and advocate with their managers. Often they do not know that they can request hours based around school.

	HS	MS	Total	Percentage
Enrollment	203	34	237	NA
Male	125	22	147	62%
Female	78	12	90	48%
504	4	2	6	2.50%
SPED	7	3	10	4.20%

	HS	MS	Total	Percentage
MH Services	10	4	14	5.90%
At Risk	139	24	163	68.70%
LEP	157	25	182	77%
Eco Dis	196	33	229	96%

Demographics Strengths

1. Students with challenging backgrounds who are able to be successful develop grit and problem solving that other students may not.
2. Ultimately, being bi-lingual is an advantage in a growing global society.
3. Students with real world challenges in real world situations have opportunities to develop that others do not. Weather its through work place experiences, long journeys to and from school, or having to care for siblings due to parents working long hours, all offer opportunities for growth that may not truly be appreciated until they can look back and see the values they helped instill.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Language development is deprioritized within classrooms. **Root Cause:** Teachers focus on lowering affective filter and do not transition to challenging language development

Problem Statement 2 (Prioritized): The largest exit of students takes place within the first 6 weeks of school by our newest students. **Root Cause:** Students are not plugged in to campus culture quickly, and therefore leave our campus.

Problem Statement 3 (Prioritized): Multiple students lost credit for HS classes **Root Cause:** Poor culture of presence on campus leads students to miss early classes, late classes, and sometimes the full day of classes.

Student Learning

Student Learning Summary

At mock benchmark IDEA Toros ended at an overall 73/38/12(41), projects at a 92 and meeting all ELA sub population targets.

Throughout the year data had progressed and adjustments were made with groupings and interventions to better serve students. Homogenous groupings, increased math at bat's and implementation of claim, evidence and reasoning, and student discourse in ELA allowed for gains to occur within the sub populations data. Teachers knowing their populations and being able to track overall data and each student data also attributed to this. Data tracking created transparency which allowed for gaps to be seen quicker in order to adjust instruction.

The investment of teachers has played a big role in student success reflected in retention and grades. Overall, for retention the main contributor is attendance, with 9 students fitting this profile. Four students are failing course(s) for the year due to grades. Students were identified in the second semester and teachers and grade teams met with parents to communicate status and next steps. Likewise, those not meeting credit due to attendance for course(s) were also identified, communicated with and tracked to provide timelines and options available to parents and students.

In STAAR there has been areas of focus that have been refined such as transparency of data tracking. This tracking has not only been visible in the classrooms, but we have also instilled a soft copy for teachers to track, see trends, identify and receive real time sub populations data, group students in bands for all STAAR teachers to see and strategize together. ELA has continued their homogenous groupings throughout the year to be able to better serve each population of students. Additionally, the use of claim, evidence and reasoning (CER) and student discourse in ELA has provided students with practice in the 4 domains during the entire class period.

For STAAR Algebra I all math teachers came together with an all hands on approach to provide students additional aligned at bat's during the day. Groupings were strategic to target students and move the data faster.

The English Language assessments for our Emergent Bilinguals at benchmark was just shy of target by 1% (2 students) Within the realm of TELPAS and Domain 3 the practices in ELA STAAR , student discourse, writing CER, and the use of sentence stems has provided students to develop and apply their language skills daily.

In AP there has been an improvement in overall data tracking for those that have passed, higher results in languages and the majority of AP teachers have a strong content knowledge.

See attached data

Student Learning Strengths

Strengths table

AP
1) Improved data tracking
2) Majority of teachers have strong content knowledge
3) Higher results in languages
STAAR

AP
1) ELA homogenous groupings
2) Math all hands on deck in April
3) CER in ELA
4) Student discourse consistent in ELA
TELPAS
1) Student discourse in ELA class
2) Majority of STAAR teacher knew their population
3) Use of sentence stems in ELA consistently
Drop out
1) Student have strong relationships built with CC team

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of consistency in student data tracking across contents **Root Cause:** School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.

Problem Statement 2: Student thinking and writing feedback is not provided quickly. **Root Cause:** Feedback on student work and during independent practice is not provided fast enough to have change in outcomes from students due to not using academic monitoring during IP.

Problem Statement 3: Communication with stakeholders regarding exam information needs is inconsistent **Root Cause:** Calendar and timeline for when and what the meetings/ communication would be sent due to no operating mechanism in place.

Problem Statement 4: Application of STAAR 2.0 answer types began late in the year **Root Cause:** Clarity of training and usage was not provided in the resource available

Problem Statement 5 (Prioritized): More language practice needs to occur outside of ELA to support Emergent Bilinguals with language acquisition and refinement **Root Cause:** Campus wide initiative and follow up was not completed consistently

School Processes & Programs

School Processes & Programs Summary

At our campus, we develop instructional leaders through the use of the School Leadership Levers. Roles & responsibilities are outlined at the beginning of the year and the document is shared with staff. During weekly check-ins, we discuss outcomes, causes, solutions, as well as identify a School Leadership Lever to focus on. We conduct weekly instructional rounds that allow for norming across instructional coaches, as well as to provide feedback for improvement on coaching practices.

This year, there were several previously teacher-led systems that were mainstreamed into a school-wide system. One example of this was tracking. Each teacher had the same class wall trackers, exit ticket trackers, and folders for individual goal tracking.

School Processes & Programs Strengths

Over 80% of our staff was returning staff in the 2022-2023, which led to a more developed strength in content knowledge. This allowed teachers to reach students at their point of need.

This is the first year under the current leadership that no instructional staff was lost throughout the year. This led to improved quality of instruction provided in the classroom because teachers were teaching the same content as prior years. We were also able to allow two planning periods throughout the day, which allowed teachers to be prepared for all three preps they were responsible for.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School-wide systems are not upheld by all, leading to inconsistency in culture and quality of academics. **Root Cause:** Lack of investment from all adults on campus.

Problem Statement 2 (Prioritized): Instructional coaching experience varies by manager, providing confusion among staff. **Root Cause:** Lack of systems to share best practices and ensure uniformity of experience.

Problem Statement 3 (Prioritized): Teachers do not invest students in tracking their own progress. **Root Cause:** Individual tracking system is cumbersome and differentiated across every classroom, making collective efficacy weak.

Perceptions

Perceptions Summary

100% of our seniors graduate high school. An exception can be counted for those students who are continuers according to their IEP.

For our students in general education, they are assigned a mentor that checks in with them every 2 weeks. Check-ins focus on building connections, as well as focusing on student goals.

Family participation in school events average at about 29%. The most significant barriers have been the distance for parents to travel to events since students come to us from across a 90-minute radius, not all parents are able to attend.

Perceptions Strengths

1. Students have a good impression of their teachers and feel they care for them.
Parents feel connection because of staff communication in both languages.
Students and parents feel like their students are safe in school.

2. Providing and tracking of academic events and opportunities for families to participate and build community.

3. Students rate the school highly on Self-Management: feeling like they can manage their emotions, thoughts, behaviors in different situations. Mirroring our Self-Directed Learning Cycle from Summit Learning Platform.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of student ownership of positive culture, including new student integration into Toros culture. **Root Cause:** Culture of celebration and traditions is driven by adults on campus, rather than students

Problem Statement 2 (Prioritized): Lack of parent involvement in campus events. **Root Cause:** Lack of early and consistent communication to parents: social media and paper reminders.

Problem Statement 3: Lack of support for EB students. **Root Cause:** Lack of TELPAS implementation and accountability checks.

Priority Problem Statements

Problem Statement 1: Teachers do not invest students in tracking their own progress.
Root Cause 1: Individual tracking system is cumbersome and differentiated across every classroom, making collective efficacy weak.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Lack of consistency in student data tracking across contents
Root Cause 2: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of parent involvement in campus events.
Root Cause 3: Lack of early and consistent communication to parents: social media and paper reminders.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: More language practice needs to occur outside of ELA to support Emergent Bilinguals with language acquisition and refinement
Root Cause 4: Campus wide initiative and follow up was not completed consistently
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Instructional coaching experience varies by manager, providing confusion among staff.
Root Cause 5: Lack of systems to share best practices and ensure uniformity of experience.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of student ownership of positive culture, including new student integration into Toros culture.
Root Cause 6: Culture of celebration and traditions is driven by adults on campus, rather than students
Problem Statement 6 Areas: Perceptions

Problem Statement 7: The largest exit of students takes place within the first 6 weeks of school by our newest students.
Root Cause 7: Students are not plugged in to campus culture quickly, and therefore leave our campus.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Multiple students lost credit for HS classes
Root Cause 8: Poor culture of presence on campus leads students to miss early classes, late classes, and sometimes the full day of classes.

Problem Statement 8 Areas: Demographics

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 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college

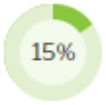
Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

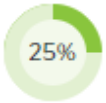
HB3 Goal

Evaluation Data Sources: ACT Scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Targe earlier grade levels, and NTI students to gather data sooner.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ACT Mastery Prep training to teachers **Strategy's Expected Result/Impact:** Teachers will roll out ACT Mastery Prep with fidelity. **Staff Responsible for Monitoring:** Director of College Counseling **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create awareness through connecting ACT to colleges visually. **Strategy's Expected Result/Impact:** Create awareness of current standing and help students set concrete goals **Staff Responsible for Monitoring:** Director of College Counseling **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSI Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide benchmark tutoring requirements prior to assessing students. **Strategy's Expected Result/Impact:** Students will be better prepared to pass the exam with fewer attempts **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Connect high school to career and college	15%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide testing opportunities for earlier grades to tackle long-term goals. **Strategy's Expected Result/Impact:** Less students will need to test their senior year, and ensure goal attainment. **Staff Responsible for Monitoring:** College Counselor	N/A	20%	40%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include opportunities for language practice into the lesson plan format. **Strategy's Expected Result/Impact:** Students will have more opportunities to read, write, and speak, which will lead to stronger language development. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.6 **Problem Statements:** Student Learning 5	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track student progress through TELPAS language benchmark and adjust strategy. **Strategy's Expected Result/Impact:** Discontinue practices that are not supporting student development, and strengthen practices already in place. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Problem Statements:** Student Learning 1	N/A	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of consistency in student data tracking across contents **Root Cause**: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.

Student Learning
Problem Statement 5: More language practice needs to occur outside of ELA to support Emergent Bilinguals with language acquisition and refinement **Root Cause**: Campus wide initiative and follow up was not completed consistently

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed structured time within the scholars' day to provide targeted instruction through an intervention course. **Strategy's Expected Result/Impact:** Students will make expected growth prior to re-testing state assessments. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5	10%	20%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement progress checks (PTGs) and set benchmarks to reach goal within allotted time. **Strategy's Expected Result/Impact:** Students will receive targeted intervention in a timely manner that impacts re-testers. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.6 **Problem Statements:** Student Learning 1	N/A	50%	65%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Lack of consistency in student data tracking across contents **Root Cause**: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.
Problem Statement 5: More language practice needs to occur outside of ELA to support Emergent Bilinguals with language acquisition and refinement **Root Cause**: Campus wide initiative and follow up was not completed consistently

Goal 2: IDEA achieves an A Rating

Performance Objective 3: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teach families about the state requirements for state testing, share their child's data, and the school's plan for ensuring student mastery of state assessments. **Strategy's Expected Result/Impact:** Parental support for daily attendance, homework completion, after school tutoring attendance, and Saturday school attendance. **Staff Responsible for Monitoring:** API **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 2 **Funding Sources:** Individual folders, organizational supplies - Title I, Part A (4120) - PAR - $522.90	25%	50%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Instruction will be adjusted based on data to target student needs. **Staff Responsible for Monitoring:** Teacher Managers **TEA Priorities:** Build a foundation of reading and math	30%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Lack of parent involvement in campus events. **Root Cause**: Lack of early and consistent communication to parents: social media and paper reminders.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 8th grade students perform at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 57% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Algebra I EOC, campus data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent data tracking to inform instruction **Strategy's Expected Result/Impact:** Instruction will be adjusted to student needs on an ongoing basis **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 2	25%	50%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Lack of consistency in student data tracking across contents **Root Cause**: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.
School Processes & Programs
Problem Statement 2: Instructional coaching experience varies by manager, providing confusion among staff. **Root Cause**: Lack of systems to share best practices and ensure uniformity of experience.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 8th through 10th grade students perform at or above grade level in RLA as measured by the Meets Grade Level standard on STAAR will increase from 54% to 59% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: RLA STAAR Exams, campus data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent data tracking to inform instruction **Strategy's Expected Result/Impact:** Instruction will be adjusted to student needs on an ongoing basis **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 2	30%	50%	45%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

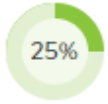
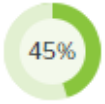
Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Lack of consistency in student data tracking across contents **Root Cause**: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.
School Processes & Programs
Problem Statement 2: Instructional coaching experience varies by manager, providing confusion among staff. **Root Cause**: Lack of systems to share best practices and ensure uniformity of experience.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 85% of SPED students attain approaches in STAAR by June 2024 (TEC11.253(d)(2))

Evaluation Data Sources: STAAR results, campus data trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent data tracking to inform instruction **Strategy's Expected Result/Impact:** Instruction will be adjusted to student needs on an ongoing basis **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Lack of consistency in student data tracking across contents **Root Cause**: School wide operating mechanism established was not follow up on per teacher per content immediately and frequently for completion.
School Processes & Programs
Problem Statement 2: Instructional coaching experience varies by manager, providing confusion among staff. **Root Cause**: Lack of systems to share best practices and ensure uniformity of experience.

Goal 3: Increase student persistence

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

Evaluation Data Sources: Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar for SRP required drills. **Strategy's Expected Result/Impact:** 100% completion by deadline **Staff Responsible for Monitoring:** Assistant Principal of Operations	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct daily door sweeps to ensure building is secure. **Strategy's Expected Result/Impact:** Ensure campus is not accessible by outside intruders. **Staff Responsible for Monitoring:** Assistant Principal of Operations	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Parent Attendance Sheets (may be digital)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** 50% of parents attend at least one parent event **Staff Responsible for Monitoring:** Assistant Principal of Operations	25%	50%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Student led conferences during Report Card Night. **Strategy's Expected Result/Impact:** Higher parent attendance due to student participation. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Funding Sources:** Individual folders, crates, signage - Title I, Part A (4120) - $600	25%	35%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: IDEA Toros CP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar (TEC 11.253(d)(8))

Evaluation Data Sources: Anti-Bullying presentations completed by deadline

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use mentoring time for mentors to deliver lessons to their mentees. **Strategy's Expected Result/Impact:** Students understand their role in preventing bullying, standing up and reporting **Staff Responsible for Monitoring:** Counselor/Principal	25%	50%	75%	

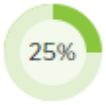
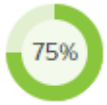
 No Progress Accomplished Continue/Modify Discontinue

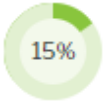
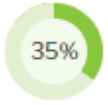
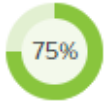
Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Toros will achieve a 95% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow escalation matrix to target chronic absences. **Strategy's Expected Result/Impact:** Minimize chronic absenteeism through early communication with parents. **Staff Responsible for Monitoring:** Assistant Principal of Operations				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement yearlong incentive plan for attendance. **Strategy's Expected Result/Impact:** Motivate students to have more consistent attendance. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Problem Statements:** Demographics 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Multiple students lost credit for HS classes **Root Cause**: Poor culture of presence on campus leads students to miss early classes, late classes, and sometimes the full day of classes.

Goal 4: Increase student daily attendance

Performance Objective 2: 80% of 8th grade students reach 6/7 HFZs (TEC 11.253(d)(10))

Evaluation Data Sources: Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students schedules will include PE **Strategy's Expected Result/Impact:** Students will be overall more healthy and in turn have less absences **Staff Responsible for Monitoring:** Coaches	25%	40%	40%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar each step of the cycle at least 2 weeks prior to launch. **Strategy's Expected Result/Impact:** Team members will be given enough time for pre-work and feedback prior to actual meeting date, thereby ensuring quality **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	N/A	50%	70%	

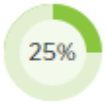
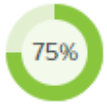
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers will provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff will be active participants in the process because it has been internalized. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	N/A	50%	70%	

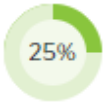
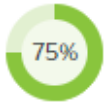
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Toros is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher Roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** High quality candidates will result in high quality hires. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide staff with ongoing professional development and coaching to ensure they develop skills needed to be successful. **Strategy's Expected Result/Impact:** Teachers will gain skills needed to be successful in the classroom. **Staff Responsible for Monitoring:** Teacher Managers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Individual folders, organizational supplies	PAR	$522.90
3	2	2	Individual folders, crates, signage		$600.00
				Sub-Total	$1,122.90
				Budgeted Fund Source Amount	$1,122.90
				+/- Difference	$0.00
				Grand Total Budgeted	$1,122.90
				Grand Total Spent	$1,122.90
				+/- Difference	$0.00

IDEA Public Schools

Tres Lagos Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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 11, 2023

Demographics

Demographics Summary

IDEA Tres Lagos was founded in 2017 and is located in North McAllen/Edinburg area in the Tres Lagos land development. When our doors opened in 2017, we served Pre-K to 1st grade students. Now heading into year 7 since inception, academy is serving scholars in grades kinder to 5th. Students enrolled range from 5 to 12 years of age and over 86% of our population is considered economically disadvantaged. We are a Title 1 school and offer all federal and state programs. We serve 7 different school districts including: McAllen, Edinburg, Mission, Sharyland, La Joya, PSJA, & Elsa. Our school focus' on the entire needs form academic to social emotional. Our academic principals support the academic growth and progress for all scholars, while our Social Worker and Counselor ensure Social Emotional Lessons are being viewed, implemented and that our students understand their role in the world and become contributing members of society. We offer physical education services in grades 1-5. Our 3 RISE classrooms which offer the best self-contained special education courses to our students with various cognitive and physical needs. Our entire TLA team works together to ensure we create lasting bonds with our scholars and their families while instilling them with our core values and strong foundational course work that will prepare them for years to come.

Tres Lagos Academy

Data Sources: Demographics

22-23	Kinder	1st	2nd	3rd	4th	5th	% Male	% Female

# of Students 119 113 127 119 117 125 373 418

Data Source: Ethnic Distribution

22-23 Hispanic White Asian African American

% of Students 91.60% 5.31% 1.73% NA

Data Source: SocioEconomic Status

22-23 Kinder 1st 2nd 3rd 4th 5th

86.54% Eco Dis.

Data Source: EB Students

22-23 Kinder 1st 2nd 3rd 4th 5th

53.95% of Students

Data Source: Other PS Coding

22-23 504 Dyslexia Foster Care Homeless Immigrants Migrant Title I Military

# of Students 2.35% 0.99% 0% 0% 0.62% 0.12% 100% 0%

Data Source: GPTW Survey

20-21 Overall Statements 21-22 Overall Statements 22-23 Overall Statements

83 77% 66%

Data Source: Staff Retention

20-21 21-22 22-23

Instructional 95% 76% 89%

Data Source: Student Persistence

20-21 21-22 22-23

Prek-5th 89.70% 82.50% 94.96%

Data Source: Staff Attendance

20-21 21-22 22-23

# of days 439 855 927

Data Source: Student Attendance

	20-21	21-22	22-23
Instructional	97.60%	90.81%	94.55%

Data Source: Parent Survey

	20-21	21-22	22-23
Parent Survey (School)	4.5/5.0	4.5/5.0	4.6/5.0

Demographics Strengths

- RISE classrooms showcased to other campuses
- Checklist in progress for onboarding
- Daily social emotional lessons
- Events that support different ethnic backgrounds
- TELPAS practice throughout the year for EB support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the onboarding process, students are not coded in PowerSchool accurately. **Root Cause:** There is no processes or checklist in place when onboarding students year round with communication to all stakeholders.

Problem Statement 2 (Prioritized): Teachers are not properly trained to support at risk students. **Root Cause:** Processes (RTI) are needed in place to support special pops students both for academics and behavior.

Student Learning

Student Learning Summary

Tres Lagos Academy earned an A rating for the 2021-2022 school year. However, according to current district mock accountability, we are trending to receive an F rating with scale score of a 55. While final accountability ratings will be released in September, it is evident we have to address a number of gaps around student learning. Below is a breakdown by Domain with our most current STAAR Mock data for all tested subjects in 3rd-5th grade.

Domain 1 Student Achievement (40%): 57
Domain 2a School Progress-Relative Performance 59
Domain 2b School Progress-Academic Growth Scale Earned: 42
Domain 2-Overall 59
Domain 3 Closing the Gaps: 44
Overall Score 55-F

Data shows that we are still failing to fully meet the needs of our students in special populations (EB, SPED, 504, RTI). We currently service 54% of EB students across all grade levels, a significant number when it comes to accountability. According to TELPAS Mock data, 40% of 2nd-5th grade students showed growth on their composite score from 21-22 to this school year. As for the 21-21, we did not meet our TELPAS target of 36%, as our overall percentage of students who met TELPAS growth was 32%. According to the latest STAAR data released, we are at 62% of students who "likely passed" in all tested areas.

Kinder-2nd grade RMT goal was at 75% goal met. 1st and 2nd grade did not meet the goal of students on or above reading level. Intervention with use of decoding will be crucial this year to ensure students are reading on level in the 3rd and 2nd grade.

	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**
% Students	95%	91%	45%	64%

STAAR Results by domain	**Component Score**	**Scaled Score**	**Rating**
Overall		91	A
Student Achievement		**79**	**C**
School Progress		**96**	**A**
Academic Growth	92	96	A
Relative Performance (Eco Dis:88%)	52	87	B
Closing the Gaps	**81**	**78**	**C**

STAAR Results by grade and subject as of 6.2	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
All Subjects	62%	33%	4%
Reading	71%	25%	2%
Math	54%	41%	5%
Science	59%	36%	4%

Student Learning Strengths

5th Grade Reading & Math has historically shown strong student achievement data.

Path to an A Metrics:

- 100% of **Teachers** will have quality exemplars with CFS. (GET 3C-IV)
- 100% of **Leaders** will train and provide feedback on lesson plans. Every day each leader will do power walk to ensure that teachers have quality exemplars with feedback on TB for 3C & 3D. (SLL 3B)
- 100% of **teachers** will have backwards plan and reteach calendars updated and visible. (GET 3B-II/III)
- 100% of **teachers** will consistently track their data on daily exit ticket tracker by all students and sub pops: EB, SPED, HB. (3.20-Ongoing)
- 100% of **leaders** will attend after 1st rotation exit ticket huddle and have an EOD huddle. (SLL 1A/1B)
- 100% of **teachers** will have data conversations and SWAMS (1C) will include reporting out Domain 2 and Domain 3 (GET 5D-I-IV)
- 100% of **leaders** will train teachers on Domain 2 and Domain 3 and follow up on their weekly check ins. (SLL 1C/1D)
- 100% of **teachers** will rate proficient on academic monitoring. (GET 4C I/II)

100% of **leaders** will train on academic monitoring and provide on the spot feedback daily. (SLL 5E)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading curricula is not aligned with each other and do not cover all reading components. **Root Cause:** Lack of leader and teacher knowledge on embedding foundational reading skills.

Problem Statement 2 (Prioritized): Students lack reading comprehension and explicit writing instruction in K-2. **Root Cause:** Lack of leaders prioritizing writing within the master schedule.

School Processes & Programs

School Processes & Programs Summary

IDEA Tres Lagos academy provides rigorous core instruction from Kinder through 5th grade. Our students are challenged daily in their coursework and we hold high expectations for staff, students and parents. All stakeholders are aware that all we do in these grades prepares our scholars for their college prep years and beyond. We ensure this by hiring staff that understand that student's have many needs and teaching them skills is part of their daily work along with mastery of content but reaching their hearts and meaningful relationships come first. We can have the greatest curriculum in the world but students need to know that someone cares about them first and then we can motivate and inspire them to learn. We keep parents informed of our testing and event calendars each week through our monthly newsletters. Parents are abreast of the latest happenings and have directl lines of communications to the leadership team and all teachers on campus through the use of Remind. We also provide extra-curricular events such as our afterschool programs that offer a variety of academic, social and sports clubs.

We will focus this year on strong, consistent data analysis that is student centered and focuses on student needs and to provide their academics and social services that they need daily. We will also monitor our data and our student's progress visibly in each classroom and publicly. We provide supports or students that are EL, SPED, 504 or in Critical Student Intervention (CSI), Reaching Independence through Support & Education (RISE) and in social emotional counseling. We also have individualized learning in K-2 grade with a focus in building literacy in all contents. Students are provided software coursework in typing, literacy and math to increase their skills with dedicated staff members that are checking their progress weekly and sharing the reports with the grade level teams to keep motivating students to reach their goals.

Another campus priority is the coaching and developing of our staff to build their capacity in all areas. Our main area of need is ensuring all staff are receiving real time coaching with consistent feedback with a follow up to mastery. We will use our new Guideposts for excellent Teaching (GET) rubrics to guide and coach our teachers into becoming consistent in Guideposts 1-5: Content, Culture, Ownership, Using Data, & Beyond the Lesson. GET #1-4 are structed to be observed during a unit review, lesson review or class observation. GET #5 are cumulative in nature and structured to consider evidence and artifacts collected or observed over time. The goal is to let each staff member know that they can improve and that all student actions lead to student learning. Thus, teacher preparation is key in order to have students master the content they are learning. Staff will also understand & know that their actions to demonstrate what their students are learning must be evident as well as if they learned the intended objective of the day. Each day's work will be measured through exit ticket data where teachers are able to tell after each class period how well students learned what they taught and they can make on the spot decisions to modify their instruction to meet students' needs before it becomes a gap in learning.

We have a PD scope and sequence that provides on-going professional development for all staff on literacy, best practices, classroom management, & content mastery support. Our goal is to use our PD to strengthen our coaching cycle supports as leaders to have the best teachers in front of students delivering engaging yet challenging coursework. Each student will have access to a device in each classroom so the integration of technology and adapting services to meet our students' needs in online testing formats for all local, state and national assessments.

School Processes & Programs Strengths

Our strengths are an experienced leadership team that is ready to coach and develop our new and veteran teachers to meet their individual growth needs in pedagogy and classroom management.

We have maintained the same teachers in our upper grades and their experience in the classroom benefits our students due to the consistency and mastery of content.

Students in K-2 grade do complete their programs reading at grade level or beyond.

3-5 grade students score above the district average and state average in Reading & Math.

We provide (as needed) mental health supports as well as weekly social emotional lessons.

We have consistent family engagement events each month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We did not have all teachers at the level of mastery in their pedagogy/content. **Root Cause:** Teachers did not receive consistent coaching from their manager with timely feedback.

Problem Statement 2: Staff felt that PD was not tailored to meet their needs in order to grow. **Root Cause:** PD time was dedicated to testing or upcoming events. We did not place a major focus on developing the team and providing instructional specific needs until after mock exams.

Problem Statement 3: Staff not understanding the process for RtI & SPED referrals and how to monitor for academic/behavior need. **Root Cause:** There was not consistent training/maintaining of our staff's needs in this area and the lack of consistency and follow up impacted students.

Perceptions

Perceptions Summary

The campus consistently scores between 4.3 and 4.6 on scale of 0 to 5. This indicates a high level of satisfaction among parents regarding their engagement with the campus. The regular communication with parents on a daily and weekly basis to address their concerns further showcases a commitment to effective parent school communication.

Student survey yield a slightly lower score of 4.0 out of 5, indicating a positive but slightly less favorable perception indicating a positive but slightly less favorable perception compared to parents. Student attendance stands at 94.55%, which falls short of the goal of 97%. Improving attendance rates could be an area of focus to enhance student engagement and academic outcomes.

The GPTW survey, measuring teachers' perception of the school climate and culture, resulted in a score of 66%. This score indicates room for improvement in creating a positive and supportive work environment for teachers.

Teacher retention stands at 89%, which suggests that although the campus experiences some turnover, a significant portion of the teaching staff remains in place. However, the provided context explains that the transition back to full-time in-person teaching after a year of hybrid and virtual learning (during the 2020-2021 academic year) posed challenges. These challenges likely contributed to the high absence rates among teachers. The increased absences, totaling 927 in 2023, impacted both student learning and the workload of the remaining staff.

Community events have had excellent turnout, indicating successful engagement with parents and the broader community. However, the campus acknowledges that academic event turnouts have not been as strong. Measuring attendance by parents signing in and checking in for each event helps monitor participation levels.

In summary, the campus demonstrates strengths in parent satisfaction, student persistence (as of 5.10.23), and community engagement. However, areas for improvement include student attendance, teacher retention, and addressing the impact of high teacher absences on student learning. It is essential to continue efforts to improve the work environment, strengthen academic event turnouts, and address the challenges faced during the transition to full-time, in-person teaching.

2022-2023 Corresponding Data:

- Parent Survey 4.6/5
- Student Survey: 4.0/5
- Student Persistence: 94.96%
- Student Attendance: 94.55%
- GPTW Survey: 66%
- Teacher Retention: 89% (as of 5.10.23)
- Instructional Staff Attendance 2023:927 absences 2022: 855 absences 2021:439 absences

Perceptions Strengths

Strengths as a campus include the following statements from the Great Places to Work Survey, which employees affirmed:

- IDEA operates physically safe campus and offices 93%
- I have at least one close friendship with another team member at IDEA 93%
- My work is meaningful 91%
- IDEA treats employees fairly no matter how they identify. 91%

- I am proud of what we accomplish here at IDEA. 78%
- I would recommend my manager to other IDEA employees 77%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tres Lagos staffs' attendance and persistence have decreased due to feelings of stress and being overwhelmed by deliverables and workload. **Root Cause:** The lack of leader professional development opportunities and the resulting stress among our teachers is negatively impacting their well-being, effectiveness, attendance, and persistence.

Problem Statement 2 (Prioritized): Tres Lagos Academy is facing poor student retention and attendance, which is primarily attributed to the lack of student engagement and enjoyment in school. **Root Cause:** Students have expressed dissatisfaction, stating that they do not find school enjoyable. Furthermore, there is a lack of incentives or celebrations within the school environment. Additionally, the problem is compounded by a high rate of teacher resignations, resulting in a lack of consistent teachers.

Priority Problem Statements

Problem Statement 1: Reading curricula is not aligned with each other and do not cover all reading components.

Root Cause 1: Lack of leader and teacher knowledge on embedding foundational reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students lack reading comprehension and explicit writing instruction in K-2.

Root Cause 2: Lack of leaders prioritizing writing within the master schedule.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tres Lagos staffs' attendance and persistence have decreased due to feelings of stress and being overwhelmed by deliverables and workload.

Root Cause 3: The lack of leader professional development opportunities and the resulting stress among our teachers is negatively impacting their well-being, effectiveness, attendance, and persistence.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Tres Lagos Academy is facing poor student retention and attendance, which is primarily attributed to the lack of student engagement and enjoyment in school.

Root Cause 4: Students have expressed dissatisfaction, stating that they do not find school enjoyable. Furthermore, there is a lack of incentives or celebrations within the school environment. Additionally, the problem is compounded by a high rate of teacher resignations, resulting in a lack of consistent teachers.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: During the onboarding process, students are not coded in PowerSchool accurately.

Root Cause 5: There is no processes or checklist in place when onboarding students year round with communication to all stakeholders.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers are not properly trained to support at risk students.

Root Cause 6: Processes (RTI) are needed in place to support special pops students both for academics and behavior.

Problem Statement 6 Areas: Demographics

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate a love of reading in all K-5 students through modeling, read alouds and book clubs. **Strategy's Expected Result/Impact:** Students that read 30 minutes a day and have high interest in reading score higher academically than students that do not read daily. **Staff Responsible for Monitoring:** All Stakeholders **TEA Priorities:** Build a foundation of reading and math	50%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 2: Students are follow IDEA #22 Rule to read 30 minutes a day daily for students in 3-5 grade.

High Priority

Evaluation Data Sources: AR Data Report for Word Masters and Royal Readers for students in 3-5 grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Independent reading time- Students are reading during homeroom during breakfast time from arrival to breakfast and 30 minutes at evening	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

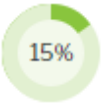
Goal 2: IDEA achieves an A Rating

Performance Objective 1: Tres Lagos Academy third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 55% in Spring 2024 (HB3)

Evaluation Data Sources: 2023-2024 RLA 3rd STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a solid K-2 foundation in RMT by reaching our K-2 Reading goal of 90%. **Strategy's Expected Result/Impact:** 90% of students in K-2 will meet EOY goals in RMT. **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest into a K-2 writing curriculum and train teachers around incorporating explicit writing instruction daily. **Strategy's Expected Result/Impact:** Build a writing foundation in K-2 for all students **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Identify priority groups in K-2 and ensure respective teachers are coached consistently to mastery. **Strategy's Expected Result/Impact:** Ensure priority students are making adequate academic progress **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Track and monitor 3rd grade "bubble" student data and engage in strong action plans to remediate and reteach. **Strategy's Expected Result/Impact:** Increase percentage of students who reach Meets on STAAR Reading. **Staff Responsible for Monitoring:** Benigna Carcano/Lizet Cortez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

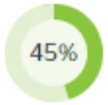
Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Coach and develop teachers around high quality instruction and data driven decisions. **Strategy's Expected Result/Impact:** Build knowledge and capacity with all staff and increase student achievement data. **Staff Responsible for Monitoring:** Benigna Carcano & Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

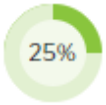
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Tres Lagos Academy third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024. (HB3)

Evaluation Data Sources: 3rd grade 2023-2024 Math STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor 3rd grade "bubble" student data and engage in strong action plans to remediate and reteach. **Strategy's Expected Result/Impact:** Increase percentage of students who reach Meets on STAAR Math **Staff Responsible for Monitoring:** Principal & APIs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop teachers around high-quality instruction and data driven decisions. **Strategy's Expected Result/Impact:** Build knowledge and capacity with all staff and increase student achievement data. **Staff Responsible for Monitoring:** Benigna Carcano and Graciela Suarez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Build a solid K-2 foundation in Math by reaching our K-2 Math goal of 90/60/30 **Strategy's Expected Result/Impact:** K-2 students will meet 90/60/30 on Math Final Exam **Staff Responsible for Monitoring:** Benigna Carcano, Diana Ayala, and Graciela Suare **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

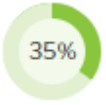
Goal 2: IDEA achieves an A Rating

Performance Objective 3: 36% of Tres Lagos Academy students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: 2023-2024 TELPAS Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train and build knowledge for staff and leaders around EB strategies and TELPAS assessment. **Strategy's Expected Result/Impact:** Build staff knowledge and increase EB student academic performance **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Analyze 22-23 TELPAS and 23-24 TELPAS Mock results and create an action plan around meeting accountability targets. **Strategy's Expected Result/Impact:** Identify TELPAS data glows, grows, & priority students **Staff Responsible for Monitoring:** Benigna Carcano/Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A		N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Assign a TELPAS goal to all Science/Social Studies teachers and track progress quarterly. **Strategy's Expected Result/Impact:** Increase TELPAS data **Staff Responsible for Monitoring:** Benigna Carcano/Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A			

No Progress

Accomplished

Continue/Modify

Discontinue

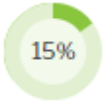
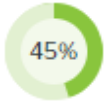
Goal 2: IDEA achieves an A Rating

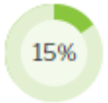
Performance Objective 4: 100% of identified Tres Lagos Academy scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: House Bill 4545 Power School tracking system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement tutorials for all HB students beginning in September 2023. **Strategy's Expected Result/Impact:** 100% of HB students meet all required minutes in Reading & Mathematics. **Staff Responsible for Monitoring:** Principal APIs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meet and share accelerated learning plan with 100% of families of students who failed the 3rd & 4th grade 2022-2023 Reading and/or Math STAAR assessment by September 1st. **Strategy's Expected Result/Impact:** House bill 4545 students will reach on level proficiency on the 2023-2024 math and reading STAAR **Staff Responsible for Monitoring:** Benigna Carcano, Graciela Suarez, and Lizet Cortez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track HB4545 minutes quarterly with follow up meetings with staff and families **Strategy's Expected Result/Impact:** House bill 4545 students will reach on level proficiency on the 2023-2024 math and reading STAAR **Staff Responsible for Monitoring:** Benigna Carcano, Lizet Cortez, Graciela Suarez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A			

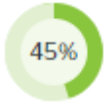
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

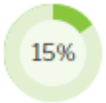
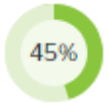
Performance Objective 5: 75% of Tres Lagos Academy SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: 2023-2024 STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and roll out a bi-weekly SPED PD Scope & Sequence that is targets best practices in teaching students with disabilities in the general education classroom. **Strategy's Expected Result/Impact:** 75% of SPED students attain Approaches in all tested STAAR exams. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct bi-weekly SPED/Gen Ed collaboration meetings consistently. **Strategy's Expected Result/Impact:** Increase SPED student STAAR data **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Collect and track SPED assessment data from all staff members. **Strategy's Expected Result/Impact:** Increase SPED student STAAR data **Staff Responsible for Monitoring:** Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Coach and develop teachers around high quality instruction and data driven decisions. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

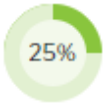
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Tres Lagos Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

Evaluation Data Sources: 2023-2024 STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize live campus profile sheets with demographical data that track each students' progress on assessments & benchmarks. **Strategy's Expected Result/Impact:** Achieve an A rating by hitting 90/60/30 on each STAAR exam. **Staff Responsible for Monitoring:** Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students' performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Achieve an A rating by hitting 90/60/30 on each STAAR exam. **Staff Responsible for Monitoring:** Leadership Team				

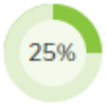
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Safety and security audits
Monthly drill
Campus Crisis team meetings
CCT member trainings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide consistent training of safety & security measures on campus for students and staff. **Strategy's Expected Result/Impact:** Staff & students will know what do in any emergency situation that may arise on campus. **Staff Responsible for Monitoring:** APO Campus Crisis Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

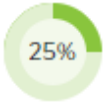
Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Build relationship with families and the community. Invest all to persist at IDEA. **Staff Responsible for Monitoring:** Vacancy (School Counselor), Benigna Carcano(School Principal), Ingedia Cantu(APO)	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff and students will know how to report any incident of bullying and learn to address behaviors through consistent use of our positive behavior plan with incentives for great behavior. **Strategy's Expected Result/Impact:** Will build a campus culture of belonging and pride when students are rewarded for their positive behavior. **Staff Responsible for Monitoring:** Teachers Leaders **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of Tres Lagos Academy students from 2nd thru 5th Grade meet their MVPA minutes goal of 75%. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: Weekly & Quarterly reports of progress towards goal by campus, district & region.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers in 2nd-5th will track their homeroom student's goals in their check in for their progress with their campus manager. **Strategy's Expected Result/Impact:** This will ensure that all students meet or exceed their MVPA goals by month and quarter. **Staff Responsible for Monitoring:** PE team Teachers Leaders	25%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Tres Lagos Academy will achieve a 97.5% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Providing attendance tags for students to collect each month of the school year that they have perfect attendance. **Strategy's Expected Result/Impact:** Students' attendance will increase due to wanting to earn the incentive monthy. **Staff Responsible for Monitoring:** APO, SIS & Registrar Homeroom teachers **ESF Levers:** Lever 3: Positive School Culture	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 100% of full-time Tres Lagos Academy 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.

High Priority

Evaluation Data Sources: Cornerstone Dashboard
Retention % at BOY, MOY, & EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers improve ratings on Guideposts and increase in student scores. **Staff Responsible for Monitoring:** Instructional Lead Team: Benigna Carcano, Graciela Suarez, Lizet Cortez, and Diana Ayala **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders norm on teacher and leader expectations for the completion of all Staff Development Cycle components (Goal Setting, 2X2, & APR) . **Strategy's Expected Result/Impact:** Leaders have a clear criteria for each SDC cycle and teacher receive equal feedback/ratings. **Staff Responsible for Monitoring:** Benigna Carcano/All Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	20%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Tres Lagos Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Retention goal and TLA staffing roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Select highly qualified staff **Staff Responsible for Monitoring:** Principal Talent Partners Administrative Assistant APIs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop teachers around high quality instruction and data driven decisions. **Strategy's Expected Result/Impact:** Stronger support system for teachers and coaching to mastery to ensure an increase in student achievement. **Staff Responsible for Monitoring:** Benigna Carcano/All Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	20%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Amanda Maldonado	Social Worker	Title I	1

IDEA Public Schools

Tres Lagos College Prep

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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.

IDEA Tres Lagos College Prep is committed to preparing our students to be future Leaders of tomorrow. We believe that every Lobo should receive meaningful and rigorous instruction, that will jumpstart their academic career and put them on a path to success in college. Our staff is devoted to providing students with the skills that will lead to self-awareness, self-management, social awareness and social skills that will help them bring innovative transformation to their community while maintaining a college identify.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Tres Lagos College Prep includes Grade Levels 6-12th for the 2023-2024 School Year. We currently have over 520 students and are over 90% Economically Disadvantage. We are located in McAllen, Texas. We are an AP for all campus, so all our students participate in AP courses with exception of our Special Education Rise students. We offer many different Electives and began offering two CTE programs that begin in 8th Grade. Those CTE Programs include Biomedical Science and Computer Science. We offer Athletics beginning in 6th Grade and participate in the Charter league. IDEA Tres Lagos also offers opportunities to participate/compete in UIL competitions at the state level.

Demographics Strengths

IDEA Tres Lagos College Prep demographic strengths are the the systemic procedures we are implementing for academic and attendance growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Almost 11% of student population is SPED and the campus ratio should be 15:1. Currently 29:1. **Root Cause:** Teacher Retention, utilizing the SPED team for non-sped purposes

Problem Statement 2: Students are leaving due to lack of electives and afterschool curricular activities. **Root Cause:** We need more diverse electives and afterschool curricular activities for students in MS.

Problem Statement 3: Students are leaving due to lack of electives and afterschool curricular activities. **Root Cause:** We need more diverse electives and afterschool curricular activities for students in MS.

Student Learning

Student Learning Summary

Idea Tres Lagos College Prep students are at 62% passing in 9th and 10th grade in English.

Student Learning Strengths

Idea Tres Lagos College Prep can successfully write a synthesis and argumentative prompt when given a formula. Open ended responses are structured and provide relevant evidence that shows an in-depth analysis of their inferencing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in 6th-11th are not reading on a daily basis. **Root Cause:** Students are lacking critical thinking skills from reading comprehension.

Problem Statement 2: Teachers are not engaging in unit unpacking to identify what students should be learning. **Root Cause:** Year 1 and 2 teachers are unable to identify and plan for misconceptions in the unit unpacking due to lack of training.

Problem Statement 3: Special Population groups are not showing growth. **Root Cause:** Teachers are not planning for appropriate support in the execution of the lesson including accommodations, EB strategies, and behavior support.

Priority Problem Statements

Goals

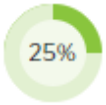
Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: 3 ACT administrations throughout the 23-24 School Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Add ACT Prep course for all 10th and 11th Grade scholars **Strategy's Expected Result/Impact:** Students ACT score improve 3 points from first administration to last administration for the year. **Staff Responsible for Monitoring:** Director of College Counseling- James Martinez **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: TSI results for 23-24 School year for our first graduating cohort

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development for high school staff to remediate and proctor TSI.	N/A	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 45% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: 23-24 Telpas data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: EB students will use K-12 Summit program for practice and remediation **Strategy's Expected Result/Impact:** Students improve on Telpas assessment **Staff Responsible for Monitoring:** API- Andrea Perez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: HB4545 Hour Tracker in Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly HB4545 Days for students to catch up on tutorial hours. **Strategy's Expected Result/Impact:** Students complete hours and increase proficiency in objectives not mastered. **Staff Responsible for Monitoring:** API- Andrea Perez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: STAAR/EOC results

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Campus data tracker and STAAR results for 23-24 School Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Improve students performance by tracking progress and scheduling remediation for students **Staff Responsible for Monitoring:** API's and STAAR Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	10%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: Campus safety audits

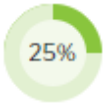
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development for Crisis Management Team	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student persistence

Performance Objective 2: ICP: 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))

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Parents and students attend events on campus and student persists from year to year. **Staff Responsible for Monitoring:** School Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Campus/District Tracker on Anti Bullying sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule Multiple Anti Bully sessions and culture resets throughout the school year. **Strategy's Expected Result/Impact:** Reduction in student bullying and increase in reporting by students **Staff Responsible for Monitoring:** School Counselor and API's	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Tres Lagos CP will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Power school ADA district tracking

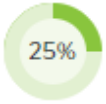
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Teacher and Student incentives for students meeting ADA **Strategy's Expected Result/Impact:** Reduction of absences and students wanting to not miss school because of incentives. **Staff Responsible for Monitoring:** APO and Homeroom Teachers **ESF Levers:** Lever 3: Positive School Culture	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-7th grade meet their MVPA minutes goal of 120 Min per Week. (TEC 11.253(d)(10))

Evaluation Data Sources: Watch trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student incentives for students that meet PE goal Monthly **Strategy's Expected Result/Impact:** Students exercise and meet PE goal early in year so they can use some of this time later in the year for remediation in academics. **Staff Responsible for Monitoring:** PE teachers and PE Managers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Staff development cycle tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Teachers know their goals and are coached on their progress towards goals. **Staff Responsible for Monitoring:** Principal and API's **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	25%	50%		

No Progress

Accomplished

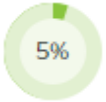
Continue/Modify

Discontinue

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Tres Lagos is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher Retention Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Increase student achievement by having a highly qualified teacher in every position. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

IDEA Public Schools

Walzem Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 22, 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

Demographics

Demographics Summary

IDEA Walzem Academy was established in **2014.** Our mission is to create a safe, vigorous learning environment that prepares diverse students for successful navigation ***to and through college***. We believe in fostering self-disciplined, socially responsible, lifelong critical thinkers as we rapidly close achievement gaps through a rigorous college prep curriculum to become San Antonio's largest producer of college graduates.

The current school enrollment is **690** students in grades Kindergarten through Fifth, with an average daily attendance **(ADA)** rate of **94.03%**.

Student Demographics: Hispanic students comprise sixty-three percent (62.99%) of the student population, twenty-four percent (24%) is African-America/Black, six percent (6.39.%) is White, two percent (2.18%) is Asian and scholars who identify as Two or More Races (2.72%), one percent is Pacific Islander, and 5/10 of a percent (0.54%) is American Indian. Eighty-four (84.35%) percent of the students are economically disadvantaged; Eighteen (18%) percent are Emergent Bilingual (EB)/English Language Learners (ELL); seven percent (6.94%) make up the Special Education population. The campus mobility rate is sixteen (***15.6%***) percent.

IDEA Walzem Academy is committed to educating the whole child; therefore, we place the same value on building our scholar's social, emotional, and behavioral skills as we do on our scholars' academic skills. **School Environment Data:** Walzem Academy has a full-time, licensed social worker/school counselor on staff, a full-time health-aide on staff, and a full time Regional Registered Nurse (RN). **Staff Race Ethnicity Data:** Seventy-four (***74.1%***) percent Hispanic; Twenty-two (***21.8%***) percent African American; Four (***4%***) percent White. **Instructional Staff Data:** IDEA Walzem Academy has an eighty-five (**84.6**%) percent Teacher Retention rate, and a ninety-one (**88%**) percent Instructional support rate (includes co-teachers aka instructional aides). Teachers are invaluable to the field of education, and at IDEA Walzem Academy, we understand the importance of our staff returning year-after-year. Teacher sustainability builds a strong school culture and an even stronger community.

Demographics Strengths

IDEA Walzem Academy's student demographic data mirrors the staff race ethnicity data, with **student demographics** for **Hispanic student data** is at (62.99%) and **staff Hispanic data** is at (***74.1%***). The African American/Black **student data** is at (24%) and the **staff African American/Black data** is at (***21.8%***). Though this is the primary make-up of the campus, all ethnic groups are vital contributors to the diversity and uniqueness of IDEA Walzem Academy. The school community and staff are invested in the mission - ***college for all.***

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) **Root Cause:** 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).

Problem Statement 2 (Prioritized): There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 Fractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year) **Root Cause:** 1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World)

and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.

Student Learning

Student Learning Summary

IDEA Walzem Academy students in the 2022-2023 school year demonstrated strengths and areas of improvement in the following areas:

Grade/ Subject	2019 STAAR Results	2021 STAAR Results	2022 STAAR Results	2023 STAAR Results
3rd Reading	63/28/16 (36)	76/43/21 (47)	77/50/30 (52)	
4th Reading	64/31/12 (36)	62/25/12 (33)	89/66/33 (63)	
5th Reading	88/44/21 (51)	84/51/24 (53)	83/58/34 (58)	
3rd Math	61/24/8 (31)	46/13/6 (22)	70/36/13 (40)	
4th Math	71/30/18 (40)	54/28/18 (33)	78/37/13 (43)	
5th Math	91/48/22 (54)	84/45/14 (48)	81/48/16 (48)	
5th Science	87/66/36 (63)	76/33/6 (38)	69/31/13 (38)	
State Rating	**B (81)**	**No TEA Rating**	**A (94)**	

IMPORTANT: Each # is given in an Approaches/Meets/Masters outcomes for ALL students. The # in parenthesis is the Academic Achievement score, which is a sum of all three outcomes divided by three.

Approaches indicates your student has some knowledge of course content but may be missing critical elements - student needs additional support in the coming year; however, the student was able to meet the minimum benchmark required to pass their grade level, content specific exam. The passing score ranges between 48-71%.

Meets indicates your student has a strong knowledge of course content - student is prepared to progress to the next grade and was able to reach a benchmark score that ranges between 72-90%.

Masters indicates your student demonstrated mastery of the course knowledge and skills and was able to reach a benchmark score that ranges between 82 - 100%- student is on track for college and career readiness.

NOTE: ***2020 the state of Texas did not receive STAAR results; a national disaster was declared (COVID-19). In 2021students took the STAAR exam but no state rating was given.***

While COVID-19 impacted our average daily attendance (ended the 21/22 school year at 92.03% for ADA) and overall persistence (ended the 21/22 SY at 74.79%), IDEA Walzem Academy was able to see tremendous growth in **6/7** of the state academic assessments given compared to the 2018 school year and 2021 school year STAAR outcomes. We were able to surpass the state academic achievement outcomes in **2 out of the 7** exams given: **4th grade Reading by eleven points (+11) and 5th grade Reading by one point (+1).** We also took a deep dive into our data and identified outcomes that indicate **deficits in Math** and **Science** amongst the English Language Learners and Special Education sub-populations. Our science scores took a decline since 2018 when the academic achievement outcome was sixty-three (63), which is a twenty-five (25) point drop.

IDEA Walzem Academy is committed to closing gaps for our sub-populations who show academic concerns: Hispanic, EL, SPED, African American and Economically Disadvantaged, Special Education (SPED) and English Learners (ELs). We have adjusted our Response to Intervention (RTI) program and process to ensure students are getting appropriate supports at all tiers: Tier I, Tier II and Tier III interventions, which will ideally support students not only passing but also achieving Meets and Master status. The most

critical area is SPED Reading and Math, plus EL Math.

Grade / Subject	2022 SPED Outcomes	2022 EB Outcomes	2023 SPED Outcomes	2023 EB Outcomes
3rd Reading	50/30/20 (33)	70/42/19 (44)		
4th Reading	75/44/13 (42)	83/48/26 (52)		
5th Reading	52/27/12 (30)	90/50/40 (60)		
3rd Math	33/0/0 (11)	67/24/14 (35)		
4th Math	56/19/0 (24)	61/26/17 (35)		
5th Math	42/25/0 (22)	90/50/10 (50)		
5th Science	33/0/0 (13)	80/20/10 (37)		

The **overall Domain STAAR performance score for 2022 is 94.** This score has shifted the school from its 2018 rating of a 'B" to an "A." This increase by one letter grade reminds staff that we **MUST** ensure we facilitate rigorous, high-quality lesson every day, that students **MUST** know their individual goals and create small benchmarks to reach them, and that an intentional data-analysis continuum benefits all students' and pushes staff to address needs urgently. We have acknowledged that we have students who will return this school year with academic gaps in their learning, some are returning IDEA Walzem scholars, and some are New Team & Family members. To quickly identify gaps, in addition to using their 2022 STAAR outcomes, they will challenge the district's universal screener, RenStar (a comprehensive reading/math assessment that provides data to educator's that supports students reaching high levels of literacy and mathematical reasoning and problem solving.) If scholars so not place on or above grade level aka 'critical' then they will be placed in our Critical Student Intervention (CSI) program that provides at-their level reading and math support.

TELPAS data indicates students are moving up one composite score (for example from Beginner to Intermediate, from Intermediate to High, and from High to Advanced High); however, not enough students are scoring in the Advanced High range as quickly as they should. Most students should be in the Advanced High range by 4th and 5th grade but scores show many students are still in only the Advanced level by 4th and 5th grade. It's always been a school-wide expectation to include ELPS (English Language Proficiency Standards) in classrooms, but we will ensure lesson plans include opportunities for students to speak, listen, read and write daily. This will help students develop the language proficiencies necessary to acquire English.

In our primary elementary grades (K - 2), our scholars were able to achieve the following outcomes in our Reading Mastery program, a reading program that uses the Direct Instruction (DI) method to help students master essential decoding and comprehension skills. Kinder ended the year at eighty-five (85%) on track; 1st grade ended the year at eighty-five (85%) on track, and 2nd grade ended the year at eighty-three (83%) on track. Our K-2 content data indicates the urgency to increase Meets and Master outcomes in 1st and 2nd grade Math and Reading. Teachers are averaging between 30-40% of scholars achieving Master and 20-30% averaging Masters. This number needs to be 50-60% for Meets and 30-40% for Masters. This indicates that scholars transitioning to STAAR tested grade levels have a strong foundation of the core TEKs in that grade level and are ready to challenge the next grade.

Student Learning Strengths

50-66% of students are scoring at the Meets level on the 3-5 STAAR Reading with 30-34% scoring at the Masters level. The 5th grade Reading outcomes were the highest at IDEA Walzem Academy at 89/66/30 (AA 63), and 80% of these scholars persisted to 5th grade. The growth that IDEA Walzem Academy achieved is also a strength of the campus, which speaks to scholars meeting their individual goals. 92% were able to meet their growth goal in Reading and 90% were able to meet their growth goal in Math. These outcomes impact Domain 2: School Progress/Academic Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause:** 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Problem Statement 2 (Prioritized): Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause:** 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem Academy is **a college prep precursor** before our students transition to the college prep, sixth thru twelfth grade and eventually graduate to fulfill IDEA's mission - ***all scholars going to and through college.*** Our campus is committed to immersing every scholar in rigorous, engaging curriculum from Kinder through Fifth grade. We offer an exceptional TEKs-based curriculum that is created with your scholar in mind. The goal is to build conceptual understanding through a student-centered, inquiry-based approach.

Developing teachers and leaders is a top priority at IDEA Walzem Academy; we do this through a research-based coaching approach.

For Leaders, we use School Leadership Levers supported with quarterly Coaching Academies led by the Region's Directors of Leader Development. Leaders are coached 100% by their Principal, but some leaders have additional coaches based off the work they lead and/or their years as a leader.

For Teachers, we use Get Better Faster (GBF) coaching model that builds leader capacity to **coach to mastery.** This means - we go through a clear, consistent coaching cycle with teachers: Observe Classroom Instruction, engage in a Coaching Conversation and follow-up and Coach to Mastery. This cycle is supported with the Guidepost to Excellent Teaching (GET) rubric. The rubric is a tool for evaluation, coaching, and personal development. It is used to describe and assess teacher performance across five Guideposts: **1. Content:** Are students engaged in content aligned to the appropriate standards for their subject and grade? **2. Culture:** Are students joyfully engaged in a positive learning environment? **3. Ownership:** Are students doing the thinking? **4. Using Data:** Are students demonstrating that they are learning? **5. Beyond the Lesson:** Do your overall actions support student learning?

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): Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. * **Root Cause:** 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%

Problem Statement 2 (Prioritized): Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause:** 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Perceptions

Perceptions Summary

IDEA Walzem Academy's attendance data reflects a 2**% increase** from the 2021-2022 school year to the 2022-2023 school year. Though pandemic contributed continues to contribute to these outcomes, implementing our average daily attendance matrix with fidelity helped capture students who would have been missing/not accounted for if not for these two systems in place.

Conflict on campus is reduced through restorative practices centered around our social-emotional research-based program, ***Move this World***.

Move This World helps families, students, and teachers learn and implement essential social emotional skills that can be utilized in the classroom and beyond by focusing on: Self-Awareness - Identifying Emotions; Self-Management - Managing Emotions; Social Awareness - Being Empathetic; Relationship Skills and Responsible Decision Making. IDEA Walzem Academy also has a licensed Social Worker who provides group therapy and 1:1 student support; however, consent Must be given from the parent/guardian. The Social Worker also works closely with teachers to develop plans to help address root causes of behavior issues/concerns.

Perceptions Strengths

Due to the recent rising safety concerns in schools and on social media platforms, IDEA Walzem Academy increased campus awareness, resources and support for the social-emotional well-being of all students. This still remains a priority for the campus. We place the same on building our student's social, emotional, and behavioral skills as we do on our students' academic skills. We believe we must create a community and an environment that allows students to feel safe, valued, seen, and heard, as well as a climate that leaves our students excited to come see what new things are happening at school each day. When there is a break down in culture, it is our responsibility to help identify the gaps in skills in our students and to help support them in problem solving the challenging behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. **Root Cause:** 1. Reported incidents from parents/ guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2.Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 2 (Prioritized): Limited parent-teacher touch points focused on their student's academic progress. **Root Cause:** 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

Priority Problem Statements

Problem Statement 1: There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 Fractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year)

Root Cause 1: 1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World) and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%)

Root Cause 2: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).

Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9%

Root Cause 3: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR.

Root Cause 4: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%)

Root Cause 5: 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. *

Root Cause 6: 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work.

Root Cause 7: 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2.Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Limited parent-teacher touch points focused on their student's academic progress.

Root Cause 8: 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 90% of Walzem Academy's scholars in Kinder - 2nd will be on grade level in Math and Reading by the end of the 23/24 SY.

High Priority

HB3 Goal

Evaluation Data Sources: DI Online Dashboard
District Reading and Math Assessment outcomes
Executive Tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Engage in lesson rehearsals with DI teachers (script practice) and core content teachers (3 x week) to ensure fidelity to script and execution of TEKS -based instruction. **Strategy's Expected Result/Impact:** 1. Teach Boost Rating of Proficient or higher for GET 1A and GET 1B 2. Daily lesson progress/weekly lesson progress met + 90% or higher on Mastery Test 3. 80% or higher HR/whole class average on daily ETs for K-2 Core Content in Reading and Math **Staff Responsible for Monitoring:** All Direct Managers of Instructional Staff: - Principal and/or Assistant Principal of Instruction (API) **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Goal 2: IDEA achieves an A Rating

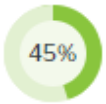
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 49% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam (December 2023)
MOCK Exam (March 2024)
STAAR Exams (May 2024)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars receive high-quality, aligned TEKs-based, first instruction in Reading to be executed by all content teachers in grade three (3rd grade) **Strategy's Expected Result/Impact:** 1. 80% or higher on their daily exit ticket 2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches) **Staff Responsible for Monitoring:** Principal Manager of Reading Language Arts (RLA) **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause**: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 22% to 24% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam (December 2023)
MOCK Exam (March 2024)
STAAR Exams (May 2024)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars receive high-quality, aligned TEKs-based, first instruction in Math to be executed by all content teachers in grade three (3rd grade) **Strategy's Expected Result/Impact:** 1. 80% or higher on their daily exit ticket 2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches) **Staff Responsible for Monitoring:** Principal Manager (API) of Math **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	45%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause**: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: 1. Instructional Rounds using the Critical Moments Tracker with an emphasis on EB scholars
2. TELPAS Fall Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement with fidelity (teachers and leaders) the critical moments (CMT) tracker before or by the 1st quarter. It forces teachers and leaders to focus on special pops (I.e., EB scholars) to ensure they are meeting and/or exceeding the days academic objective/skill. **Strategy's Expected Result/Impact:** 1. Teachers will receive a rating or Proficient or Higher on GET 2 - Student Ownership 2. Teachers will receive a rating of Proficient or Higher on GET 4 - Using Data 3. Leaders will receive a rating of Proficient or Higher on SLL 1B - Track and Manage Data **Staff Responsible for Monitoring:** Principal APIs Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	45%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause**: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Power BI HB4545 Locus Dashboard
Power School

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers on how to effectively record individual student HB4545 hours in Power School (PS) and ensure leaders verify student hours the same day. Leaders will discuss HB4545 PTG in their weekly tactical to ensure they are on track to meet all required hours by the TEA prior to STAAR 2024. **Strategy's Expected Result/Impact:** 1. 100% of 3-5 scholars will receive their required HB4545 hours prior to STAAR 2024 **Staff Responsible for Monitoring:** Principal APIs Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	30%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause**: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District Exams
Semester Exam (December 2023)
MOCK Exam (March 2024)
STAAR Exams (May 2024)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teacher lesson plans include appropriate accommodations, as outlined in the scholar's IEP, to ensure scholars master the day's objective/skill. **Strategy's Expected Result/Impact:** 1. 100% of SPED scholars achieve 70% of higher on daily ETs 2. 100% of SPED scholars meet their growth goal/shift from one performance band to another on their District exams. **Staff Responsible for Monitoring:** Principal APIs Teachers (General Ed and SPED) **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	40%	15%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: 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))

High Priority

Evaluation Data Sources: 1. Accountability Locus Dashboard by Domain
2. Executive Tracker (Domain 1)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** 1. 80% of scholars achieve at a minimum Approaches on all District exams 2. Meets and Masters outcomes will increase by +20 (meets) and +12 (masters) from the Fall Semester exam to the Spring MOCK exam. **Staff Responsible for Monitoring:** Principal APIs Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	20%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause**: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause**: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

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))

Evaluation Data Sources: Power PI School Safety LOCUS Dashboard
Campus Crisis Team monthly meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus lead team trains staff on 100% safety operating mechanisms and monitors the implementation from all staff. NOTE: APO leads all safety trainings in partnership with the LT members. **Strategy's Expected Result/Impact:** 1. 100% of monthly safety trainings and drills are executed **Staff Responsible for Monitoring:** APO and Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	45%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. **Root Cause**: 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2.Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

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))

Evaluation Data Sources: 1. Parent Weekly hits on SMORE
2. Title I Family Engagement requirement PTG reported in tactical weekly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will effectively communicate with families in a timely manner through all allowable IDEA platforms (social media, SMORE, REMIND, etc.) about 100% of the campus's family engagement events. NOTE: Parent participation will be tracked in PS. **Strategy's Expected Result/Impact:** 1. SMORE hits of 400+ weekly 2. Power School tracking (established goal will be set per event) **Staff Responsible for Monitoring:** Principal APO School Counselor **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Perceptions 2	35%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) **Root Cause**: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).
Perceptions
Problem Statement 2: Limited parent-teacher touch points focused on their student's academic progress. **Root Cause**: 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

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))

High Priority

Evaluation Data Sources: Parent and Student Surveys
Campus New-to-IDEA Persistence and Overall Persistence Data Outcomes
SEL lesson participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor will lead and/or train teachers to effectively implement and complete 100% of violence prevention/anti-bullying/school safety training to all Walzem AC staff. **Strategy's Expected Result/Impact:** 1. Decrease reports of bullying 2. Decrease School Conduct Violations + Out of School Suspensions (OSS) 3. Increase Morning Meeting Move this World Participation (Average 80% or higher) **Staff Responsible for Monitoring:** Principal APIs School Counselor **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2	25%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause**: 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Perceptions

Problem Statement 1: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. **Root Cause**: 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2.Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 2: Limited parent-teacher touch points focused on their student's academic progress. **Root Cause**: 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT MVP Monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE Coaches will track weekly data MVPA (moderate to vigorous physical activity) goals using the IHT program. **Strategy's Expected Result/Impact:** 1. Weekly MVPA goal per scholar is met (38 mins) 2. Monthly MVPA goal per scholar is met (152 mins) **Staff Responsible for Monitoring:** Coaches Assistant Principal of Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 2	60%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) **Root Cause**: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).
School Processes & Programs
Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause**: 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Walzem will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Locus Dashboard
SIS/Registrar daily ADA outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade Levels will engage in weekly ADA/Persistence meetings using the Outcomes/Solutions/Causes (OCS) process to urgently respond to identified gaps for their grade level's ADA. **Strategy's Expected Result/Impact:** 1. Increase ADA by .3-.6% points per week 2. Increase campuses overall ADA to 97% daily per grade level before or by November 2023 **Staff Responsible for Monitoring:** APO Principal APIs GTLs **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1	30%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) **Root Cause**: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).

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.

Evaluation Data Sources: Cornerstone SDC cycle completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will engage 100% of staff in the staff development cycle (SDC) during the 23/ 24 SY. **Strategy's Expected Result/Impact:** 1. 100% of leaders complete all (3) components of the SDC cycle **Staff Responsible for Monitoring:** Principal All Managers: APIs and APO **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	60%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. * **Root Cause**: 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%
Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause**: 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Walzem is 100% 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

High Priority

Evaluation Data Sources: AEES survey outcomes
Semesterly Listening tour Feedback
Locus Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Adjust interview tools to align with the hiring non-negotiables set forth by the campus based on campus needs for the 23/ 24 SY. **Strategy's Expected Result/Impact:** 1. Hire 100% of staff for the 23/ 24 SY before or/by August 1st 2. AEES outcomes are 80% or above for the question - IDEA is a great place to work **Staff Responsible for Monitoring:** Principal APIs APO **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	35%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause**: 1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

IDEA Public Schools

Weslaco Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 22, 2023

Mission Statement

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

Vision

IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Weslaco is an open enrollment charter school founded in 2011. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. **This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 94.77% White-Hispanic, 3.85% White, .77% Black African, and 0.62% Asian. Our population is made of 51.38% Male and 48.62% Female.**

IDEA Weslaco implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Pre-K through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in late elementary grades are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them.

IDEA Weslaco Academy has been recognized as a "Great Place to Work" and received national rankings on The Washington Post and U.S. News & World Report's Top Elementary, Middle, High Schools lists. We remain on-track to uphold our legacy of sending 100% of its graduates to college.

Demographics Strengths

Based on our CNA Committee the following strengths were identified:

- Staff members were given "Team Time" each quarter. During this time they were able to build relationships, enjoy some down time and connect with each other on a personal level.
- The yearly salary increase is one perk IDEA employees look forward too.
- We have an effective and ongoing parent communication system around attendance. ADA morning calls owned by teachers, lead team phone calls, ADA notes, and front office clerk calls.
- We have established successful tools and ongoing mechanisms to help with student persistence such as the parent communication tracker, new student tracker, and the mission list, these tools are consistently executed on campus.
- Successful parent participation and contribution on school events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of follow through using ADA escalation matrix **Root Cause:** Management of the fidelity to matrix and accountability due to the volume of absences.

Problem Statement 2 (Prioritized): There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause:** Lack of year long plan in place to host

parents on campus monthly throughout the year.

Student Learning

Student Learning Summary

IDEA Academy Weslaco earned an A for exemplary performance. We provided our students with a high quality education and set the bar high for academic achievement with an emphasis on academic growth in Math and Reading. We also earned distinction designations in Mathematics and Science for exceptional achievement. In our TELPAS assessment we exceeded the target by 17 points and showed amazing results in Academic Growth by meeting 100% of all indicators including our Economically Disadvantaged, Hispanic and EB student populations. With our Special Education population we surpassed the target by 3 points in Student Achievement Domain. See PDF in Addendum for more information.

Student Learning Strengths

IDEA Weslaco teachers were provided with additional planning time/ support students were given the opportunity to have year long hands on instructional time as well as student participation within the lessons for each content. Strategic seating charts were implemented to reflect student performance and/or behavior. This was beneficial to their learning as proximity was used to maximize instructional time. Students were also provided with tutoring opportunities early in the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause:** Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Problem Statement 2: Students in STAAR tested grade levels do not get enough opportunities to practice and master online tools, content and language support. **Root Cause:** The training for online resources and tools was provided late in the year without enough time to implement with at master teachers and students.

Problem Statement 3 (Prioritized): There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause:** Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Problem Statement 4: There is a lack of planning for differentiated questions throughout each lesson. **Root Cause:** Teachers lack the knowledge and skills on how to scaffold rigorous questions throughout the lesson.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco we have strong operating mechanisms to ensure we are developing our leaders and staff to deliver high quality first instruction and be responsive to student data. Leaders are our in the field first thing Monday morning following up on teacher's coaching action step. On Monday afternoons we are also in the field collecting data on our culture components and providing teachers with feedback. Professional Development Sessions are held every Monday. Tuesdays we dig into data during our Reading Mastery Data call for K-2, Lead Team Tactical meeting and then once more during our STAAR Domain 3 Data Meeting. Wednesday we have two hours for instructional rounds where leaders sharpen their skills in our coaching cycle, norming on our teacher evaluation GET rubric and/or a problem of practice with our special population groups. On Wednesdays all teachers submit lesson plans for the following week and leaders to provide feedback. Teachers re-submit lesson plans after implementing feedback by Friday. Thursdays we meet to discuss academic and lead team coaching topics/trends to target during our professional development or instructional rounds. Monday-Friday Assistant Principals lead lesson rehearsals to ensure teachers get feedback before delivering their lessons in front of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of opportunities for teachers to collaborate in a Professional Learning Community. **Root Cause:** Backwards plan for Professional Learning Community does not exist.

Problem Statement 2 (Prioritized): Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause:** Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Perceptions

Perceptions Summary

Parent Surveys and feedback occur at the beginning of the school year, fall and spring. The Beginning of the year survey is based on parent experience the first week of school around communication, organization and overall experience. Through out the year teachers track their communication with parents on our campus log to ensure we are connecting with parents and answering questions related to academics, behavior or attendance. IDEA Weslaco hosts two campus wide events per semester. Students are celebrated weekly, monthly and quarterly for their academic achievement, behavior and meeting goals in Blended Learning spaces.

Students are taught how to resolve conflict and self reflect though our behavior plan which consists of think sheets, escalation matrix, restorative practices and SEL lessons.

Teacher retention is at 93% and we received a Gold status on our Great Places to Work Survey

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Annual Employee Experience Survey. Below are the key highlights for the data for 2022 - 2023:

- I am compensated fairly for my role and responsibilities.
- I have at least one close friendship with another team member at IDEA.
- I would recommend my manager to other IDEA employees.
- IDEA treats employees fairly no matter how they identify.
- My leadership team cascades information about important updates and changes.
- My work is meaningful.
- I am proud of what we accomplish here at IDEA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have had an increase in Level 2 and Level 3 behavior incidents with students **Root Cause:** There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Problem Statement 2 (Prioritized): There is a need to increase trust and investment between leaders and staff. **Root Cause:** Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Priority Problem Statements

Problem Statement 1: There is a lack of follow through using ADA escalation matrix
Root Cause 1: Management of the fidelity to matrix and accountability due to the volume of absences.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus.
Root Cause 2: Lack of year long plan in place to host parents on campus monthly throughout the year.
Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community.
Root Cause 3: Backwards plan for Professional Learning Community does not exist.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.
Root Cause 4: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have had an increase in Level 2 and Level 3 behavior incidents with students
Root Cause 5: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to increase trust and investment between leaders and staff.
Root Cause 6: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents.
Root Cause 7: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.
Root Cause 8: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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)

Evaluation Data Sources: NSLU

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host after school tutorials for students who are not meeting academic benchmarks. **Strategy's Expected Result/Impact:** We want to ensure that all students end the school year on or above grade level. **Staff Responsible for Monitoring:** Leaders and teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide parents with progress updates in academic standing and attendance. **Strategy's Expected Result/Impact:** Increase parent understanding of academic impact and progress. **Staff Responsible for Monitoring:** Leaders and teachers **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a lack of follow through using ADA escalation matrix **Root Cause**: Management of the fidelity to matrix and accountability due to the volume of absences.

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

Student Learning

Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: NSLU

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure alignment in reading and writing foundational skills. **Strategy's Expected Result/Impact:** Students will show an increase in academic achievement in reading and writing. **Staff Responsible for Monitoring:** Leaders and teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: College lessons facilitated at least 2x per year to 100% of Academy students

High Priority

Evaluation Data Sources: Campus Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students will participate in college lessons, facilitated by teachers, during first and second semester **Strategy's Expected Result/Impact:** Students will learn about different colleges and universities throughout the school year **Staff Responsible for Monitoring:** Leaders and teachers. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1	10%	45%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 2: IDEA achieves an A Rating

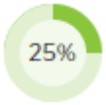
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will provide small group re-teach in reading instruction to show mastery in low performing objectives throughout the year. **Strategy's Expected Result/Impact:** Increase percentage of students who meet grade level standard in reading. **Staff Responsible for Monitoring:** Reading API and 3rd grade reading teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will track student data after each reading assessment. **Strategy's Expected Result/Impact:** To identify students who are not on track to meeting the meets target. **Staff Responsible for Monitoring:** 3rd grade reading teacher and reading assistant principal. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Host a parent meeting to provide STAAR training updates and training resources that can be used at home to support child's development. **Strategy's Expected Result/Impact:** Increase parent understanding of STAAR 2.0 and how to support child at home. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** TEA Parent Guide to Resources/PD Parent Meeting Resources - Title I, Part A (4120) - PAR - $300				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 31% in Spring 2024. (HB3)

High Priority

Evaluation Data Sources: District Math Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will provide small group re-teach in math instruction to show mastery in low performing objectives throughout the year. **Strategy's Expected Result/Impact:** Increase percentage of students who meet grade level standard in math. **Staff Responsible for Monitoring:** Math API and 3rd math teacher **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will track student data after each math assessment. **Strategy's Expected Result/Impact:** To identify who is not on track to meeting the meets target goal. **Staff Responsible for Monitoring:** 3rd grade math teacher and math assistant principal. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

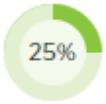
Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

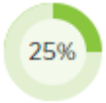
Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Mock Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will abide by a campus writing plan to increase writing proficiency levels across K-5th grade levels. **Strategy's Expected Result/Impact:** Increase growth for writing domain in TELPAS **Staff Responsible for Monitoring:** K-5 ELAR, Math, Science/ Social Studies Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The campus will create a TELPAS plan to include practice sessions for our EB students. **Strategy's Expected Result/Impact:** Students will get TELPAS assessment practice and become familiar with the online testing format. **Staff Responsible for Monitoring:** EB coordinator and EB teachers. **Title I:** 2.4 **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Parents will be provided resources to understand and practice listening, writing and speaking components at home. This will include visuals, writing templates with topics and areas to focus with speaking. **Strategy's Expected Result/Impact:** Increase students performance in Telpas in the following categories: Listening, speaking and writing. **Staff Responsible for Monitoring:** EB Point Person **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Dictionaries, printed visuals and scenarios - Title I, Part A (4120) - PAR - $2,000	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Campus Tracker-Power School Completion Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will service HB4545 students through after school tutorials by focusing on their gaps from assessments throughout the year. **Strategy's Expected Result/Impact:** Students will have additional opportunity to complete HB4545 minutes. **Staff Responsible for Monitoring:** 4th-5th math and reading teachers. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	10%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administrators will monitor HB4545 minutes to ensure students are on track to meeting their goal. **Strategy's Expected Result/Impact:** All HB4545 students will meet their required hours for the year. **Staff Responsible for Monitoring:** Principal and assistant principals. **Title I:** 2.4 **Problem Statements:** Student Learning 3	10%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 23% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: GenEd and SPED teachers will collaborate monthly to review student data and progress. **Strategy's Expected Result/Impact:** Teachers will bring data to meeting and review progress for SpEd students. This is an opportunity for teachers to get guidance on how to best support their SpEd students in the classroom. **Staff Responsible for Monitoring:** Grade team leaders and SpEd teachers. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Gen Ed and SpEd teachers will track SpEd student data after each assessment in math and reading. **Strategy's Expected Result/Impact:** Tracking will identify students who are on track to meeting the goal. **Staff Responsible for Monitoring:** Math and reading teachers, SpEd teachers, admin. **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	20%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

High Priority

Evaluation Data Sources: District Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each student's performance in domain 1 by using summative assessment results and respond to data appropriately. **Strategy's Expected Result/Impact:** Identify an area of opportunity using different data points throughout the year. **Staff Responsible for Monitoring:** 3rd - 5th Math, Reading, Writing, Social Studies, and Science Teachers. Assistant Principals of Instruction. Principal. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide after school tutoring for students who are not on track to meeting their goal. **Strategy's Expected Result/Impact:** Provide students with extra support in priority subjects. **Staff Responsible for Monitoring:** 3rd - 5th math and reading teachers and admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 2: IDEA achieves an A Rating

Performance Objective 7: 80% of sub populations meet Domain 3 STAAR growth measure.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Analyze assessment data to track performance over time. **Strategy's Expected Result/Impact:** To increase percentage of sub pops meeting growth over time. **Staff Responsible for Monitoring:** 4th - 5th grade math and reading teachers and assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Facilitate small group tutoring for special pops not on track to meet academic growth. **Strategy's Expected Result/Impact:** We will increase the number of SpEd and EB students meeting their growth targets. **Staff Responsible for Monitoring:** 4th - 5th grade gen ed teachers, SpEd teachers, EB Coordinator, assistant principals of instruction. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 3: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: Family Engagement Participation Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 100% of families will receive communication multiple ways via social media, Remind, and flyers sent home. **Staff Responsible for Monitoring:** Student Success Advisor and the Assistant Principals of Operation. **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - School Processes & Programs 2	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Translate events into Spanish to increase engagement and participation. **Strategy's Expected Result/Impact:** Increase our parent involvement and student investment **Staff Responsible for Monitoring:** Weslaco Academy Staff **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Parent flyers, parent meeting resources - Title I, Part A (4120) - PAR - $915.37	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.
School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Goal 3: Increase student persistence

Performance Objective 2: 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))

Evaluation Data Sources: Campus Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create tracking tools to report on lesson completion **Strategy's Expected Result/Impact:** 100% of teachers will complete lessons by established deadline **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SSA will conduct teacher observations to ensure lessons are being done with fidelity and students are engaging and acquiring the skills from the curriculum. **Strategy's Expected Result/Impact:** Educate children about what to do when confronted with abusive behavior such as safe and unsafe touches and other physical and emotional abuse. Students will recognize bullying, how to refuse to be bullied, how to report bullying. **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: We have had an increase in Level 2 and Level 3 behavior incidents with students **Root Cause**: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: Campus receive a score of proficient or higher on campus safety scorecard for the 2023-2024 school year (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Campus Safety Audits
District Safety Audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize the safety score card rubric during monthly campus crisis team meetings to ensure campus is on track for proficient rating **Strategy's Expected Result/Impact:** End of Year rating of Proficient or higher on score card **Staff Responsible for Monitoring:** Campus Crisis Team members **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff. **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Goal 3: Increase student persistence

Performance Objective 4: IA & CP: SC and SSA will provide social and emotional support for students on Tier II and up to help students thrive personally and academically, develop and maintain positive relationships and become lifelong learners.

High Priority

Evaluation Data Sources: Move This World Activity Percentage
Grade Level Think Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC and SSA will provide induvial check-ins and small group sessions with students needing social emotional support on a weekly/bi-weekly/as needed. **Strategy's Expected Result/Impact:** Students will become more socially and emotionally stable and will acquire the skills they need to problem solve and make better choices. **Staff Responsible for Monitoring:** School Counselor and Student Success Advisor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: We have had an increase in Level 2 and Level 3 behavior incidents with students **Root Cause**: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Fitness Ambassador

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host two parent events through Healthy Kids Here initiative. **Strategy's Expected Result/Impact:** Increase the percentage of students who meet their MVPA minute goal through parent involvement. **Staff Responsible for Monitoring:** Coaches, CNP Managers, LPN, HA, and Leaders **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2	25%	5%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Weslaco will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve Escalation Matrix accountability. **Strategy's Expected Result/Impact:** Increase student attendance from 22-23 to 23-24 school year. **Staff Responsible for Monitoring:** Leaders and teachers **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 **Problem Statements:** Demographics 1, 2	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through using ADA escalation matrix **Root Cause**: Management of the fidelity to matrix and accountability due to the volume of absences.
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

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.

High Priority

Evaluation Data Sources: Cornerstone
Campus Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff will show growth from beginning of year to end of year using the teacher evaluation system. **Staff Responsible for Monitoring:** Teachers and leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 2 - Perceptions 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff. **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Weslaco is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Teacher Retention Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. **Strategy's Expected Result/Impact:** Reach 85% staffing retention or above. **Staff Responsible for Monitoring:** Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community. **Root Cause**: Backwards plan for Professional Learning Community does not exist.
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Goal 5: Increase staff retention

Performance Objective 3: Increase Annual Employee Experience survey statement "IDEA encourages team members to find a work life balance" by 10% points

Evaluation Data Sources: Org. Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create opportunities for staff to work collaboratively and provide feedback on operating systems **Strategy's Expected Result/Impact:** 10% or higher increase on work life balance statement according to the Employee Experience survey **Staff Responsible for Monitoring:** Leaders **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 2	20%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community. **Root Cause**: Backwards plan for Professional Learning Community does not exist.
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff. **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	TEA Parent Guide to Resources/PD Parent Meeting Resources	PAR	$300.00
2	3	3	Dictionaries, printed visuals and scenarios	PAR	$2,000.00
3	1	2	Parent flyers, parent meeting resources	PAR	$915.37
				Sub-Total	$3,215.37
				Budgeted Fund Source Amount	$3,215.37
				+/- Difference	$0.00
				Grand Total Budgeted	$3,215.37
				Grand Total Spent	$3,215.37
				+/- Difference	$0.00

IDEA Public Schools

Weslaco Pike Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 3, 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

Demographics

Demographics Summary

IDEA Weslaco Pike Academy is a Title one school that is a A rated campus with an enrollment number of 842 students, servicing Kinder to 5th grade. T he over enrollment of 30 kids is attributed to the families wanting to bring students to our campus due to school safety, A rating and the joy our teachers bring. We offer quality classroom instruction with the mission of College for All. Our curriculum programs service general education and special education students.

Pike Academy demographics include 88% of student population being economically disadvantaged, 98% Hispanic, 5.97% disabilities and 43% Emergen t Bilingual.

Demographics Strengths

- **Weslaco Pike Academy is an A rated campus for the past 4 school years.**
- **92% Teacher Retention** for the 22-23 school year
- **97% student persistence**
- **School Safety** protocols are in place and partnership exists between local authorities and campus staff
- **Our teacher career pathway consists of 4 Master distinguished teachers**
- Four of our teachers are designated as Distinguished under Texas Incentive Allotment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 95.22% YTD ADA for the 22-23 school year **Root Cause:** ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

Problem Statement 2: 14% of our CSI students performed on or above grade level at EOY Renstar assessment **Root Cause:** Teachers did not have sufficient instructional time due to groupings not being strategic with ratios

Problem Statement 3 (Prioritized): Incoming transfer students were placed incorrectly in DI programs upon entering our campus **Root Cause:** Data validity incoming placement tests were not administered consistently as a requirement before placing a student in a DI group

Student Learning

Student Learning Summary

Weslaco Pike Academy received a rating of A in 2022-2023 school year. Based on 2023 accountability, all Reading and Math targets were met. In reviewing student achievement score data, Reading and Science performed higher than Math.

Data shows that our Hispanic students are performing about the same as our overall population. Our SPED population performed the lowest at 76% approaching standard across all contents.

Weslaco Pike Academy 2023 STAAR Achievement Scores by Performance Level

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	341	341	109	-	791	
Approaches GL or Above	297	268	105	-	670	85%
Meets GL or Above	219	177	81	-	477	60%
Masters GL	140	101	46	-	287	36%
Total Percentage Points						

See attached adendum.

Student Learning Strengths

At IDEA Weslaco Pike Academy, the following strengths contribute to academic and culture success at our campus.
1. Educators at IDEA Weslaco Pike Academy are able to deliver results due to the level of unpacking and lesson internalization that is completed.
2. Educators are IDEA Weslaco Pike Academy deliver strong instruction due to the lesson rehearsals that are completed on a daily/weekly basis.
3. Educators at IDEA Weslaco Pike Academy we are able close the achievement gap due to data driven decisions and instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 100% of student engagement is inconsistent throughout 3rd-5th grade STAAR classrooms **Root Cause:** Lack of lesson planning professional development aligned to varying delivery methods to engage all learners

Problem Statement 2 (Prioritized): Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause:** Limited instructional materials provided throughout the school year to support STAAR 2.0

Problem Statement 3 (Prioritized): Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause:** Systems was not in place to monitor teacher's daily agenda and pacing

School Processes & Programs

School Processes & Programs Summary

Student Programs:

Bilingual Program

Special Education

General Education – Wit and Wisdom, Eureka, Amplify, Insight

Direct Instruction Program

After school programs

Electives- AR, HS, PE

After school tutorial

Hb4545 Intervention

Move this World- Social Emotional Curriculum

Typing.com

IReady

Teacher Programs:

Reading Academies

TCP

Staff Development Cycle

Coaching Cycle- GET Rubric

Teacher Advisory Council

Campus Crisis Team

Content Leaders, Course Leaders, Grade Team Leaders

DI Coaches

Course Collaborations

Processes:

Response to Intervention is provided to students based on academic and behavioral performance.

3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance.

Weekly staff meetings are held for professional development sessions.

Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.

Course Collaborations quarterly by content led by district course leader

Lesson rehearsals to enhance quality of first instruction

Content webinars with resources, unpacking of units, legal updates and best practices

Roadmap assigned sessions to be in compliance and up to date with instructional best practices

DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback

Afterschool tutorial is offered to students based on academic needs and list is monitored fo

School Processes & Programs Strengths

- 21% Master Level TCP Teachers- Opportunities for teachers to collaborate and professional development
- 100% of afterschool programs meeting 45+day
- 100% of 3rd-5th grade STAAR contents above district average from semester exam to mock exam

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 88% of PK-2nd on or above grade level in May **Root Cause:** Interventions were not set into motion with urgency due to staff availability

Problem Statement 2 (Prioritized): Over 50% increase amount of CSSR assessments in 22-23 school year **Root Cause:** Lack of professional development for social emotional learning or response to student situations for teachers

Problem Statement 3 (Prioritized): 14% CSI students on or above grade level in EOY Renstar **Root Cause:** Lack of opportunities for TEKS/Renstar alignment in intervention instruction

Perceptions

Perceptions Summary

Weslaco Pike Academy strongly believes in our foundational core values that include: We act with integrity, We build team and family, We deliver results, We achieve academic excellence, We bring joy, We ensure equity, and We sweat the small stuff. Some reasons why our families come and stay at our campus include 1) College Prep Academic Model which foucses on college preparation for all children. We are on track to send 100% of our seniors to college for the 14th straight year. 2) A Technology Device for Every Student- We provide 1:1 technology devices to all IDEA scholars. 3) We are open to all students- We are tuition free public school option. We accept applications and serve all students, regardless of where they live, their academic standing, their income, and their ability level. 4) Highly Trained & Experienced Teachers- We focus on coaching and developing our teachers to deliver high quality first instruction. Through partnering with all stakeholders and community members, we are able to make shared decisions that help our students get to and through college. There are various opportunities throughout the school year that engage our families and community members to be part of our student's education.

Perceptions Strengths

- Over-enrollment by 75 students in Weslaco Pike Academy
- 97.6% Student Persistence
- 88.6% Teacher Retention

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause:** Inconsistent parent communication on ADA matrix level offenses

Problem Statement 2: <50% of parents completing parent campus satisfaction **Root Cause:** Lack of comprehension on how to complete survey

Problem Statement 3 (Prioritized): 87.18% Overall Staff Retention **Root Cause:** Inconsistent celebrations and recognitions across all staff members

Priority Problem Statements

Problem Statement 1: Incoming transfer students were placed incorrectly in DI programs upon entering our campus
Root Cause 1: Data validity incoming placement tests were not administered consistently as a requirement before placing a student in a DI group
Problem Statement 1 Areas: Demographics

Problem Statement 2: 95.22% YTD ADA for the 22-23 school year
Root Cause 2: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms
Root Cause 3: Systems was not in place to monitor teacher's daily agenda and pacing
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students had limited opportunities to practice STAAR 2.0 new assessment types
Root Cause 4: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 4 Areas: Student Learning

Problem Statement 5: 14% CSI students on or above grade level in EOY Renstar
Root Cause 5: Lack of opportunities for TEKS/Renstar alignment in intervention instruction
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Over 50% increase amount of CSSR assessments in 22-23 school year
Root Cause 6: Lack of professional development for social emotional learning or response to student situations for teachers
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year
Root Cause 7: Inconsistent parent communication on ADA matrix level offenses
Problem Statement 7 Areas: Perceptions

Problem Statement 8: 87.18% Overall Staff Retention
Root Cause 8: Inconsistent celebrations and recognitions across all staff members

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

- 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

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meaningful student conversations with progress towards goals and commitments with Academy Leaders and CP Students **Strategy's Expected Result/Impact:** Improved ACT scores for students **Staff Responsible for Monitoring:** College Counseling Team, AC Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	N/A	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness **Strategy's Expected Result/Impact:** Students build foundation needed in Reading and Math **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	25%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 55% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly assessments, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on first instruction through weekly lesson rehearsals for teachers **Strategy's Expected Result/Impact:** Weekly exit ticket data meet SAS goal of 54 **Staff Responsible for Monitoring:** Reading Teachers, Assistant Principal of Instruction, Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 3	20%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track and monitor student data aligned to Domain I, II, and III of State accountability **Strategy's Expected Result/Impact:** Students meet individual performance goals in Domain I **Staff Responsible for Monitoring:** Reading Teachers, Assistant Principals of Instructions, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3	25%	45%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide student intervention through afterschool tutorial and Saturday School **Strategy's Expected Result/Impact:** Students show growth from previous year eoy assessment **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice **Strategy's Expected Result/Impact:** Increase student STAAR performance and meet Plan to an A targets **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Manipulatives, copies, charts - Title I, Part A (4120) - $1,500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing
School Processes & Programs
Problem Statement 3: 14% CSI students on or above grade level in EOY Renstar **Root Cause**: Lack of opportunities for TEKS/Renstar alignment in intervention instruction

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 54% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly assessments, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on first instruction through weekly lesson rehearsals for teachers **Strategy's Expected Result/Impact:** Weekly exit ticket data to meet SAS target of 54 **Staff Responsible for Monitoring:** Teachers, Assistant Principal of Instruction, Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	70%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track and monitor student data aligned to Domain I, II, and III of state accountability **Strategy's Expected Result/Impact:** Students meet individual targets in performance bands for Domain I **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide student intervention through afterschool tutorial and Saturday School **Strategy's Expected Result/Impact:** Students show growth from previous year end of year assessment **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: MOCK TELPAS assessment, Summit Practice

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will plan EL differentiation in lesson plans and execute during classroom instruction **Strategy's Expected Result/Impact:** Meet EL targets in Domain III for state accountability **Staff Responsible for Monitoring:** Teacher, Assistant Principal, EL Point Person, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	N/A	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development to all teachers on EL instructional best practices **Strategy's Expected Result/Impact:** Students increase in TELPAS proficiency **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - Perceptions 3	50%	50%	N/A	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing
Perceptions
Problem Statement 3: 87.18% Overall Staff Retention **Root Cause**: Inconsistent celebrations and recognitions across all staff members

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB4545 Dashboard tracking reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide strategic intervention to 100% of HB4545 students during afterschool and saturday tutorials **Strategy's Expected Result/Impact:** 100% of students meet HB4545 minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 3	25%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed **Strategy's Expected Result/Impact:** 100% of HB4545 students meet their minutes **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 3	N/A	30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing
School Processes & Programs
Problem Statement 3: 14% CSI students on or above grade level in EOY Renstar **Root Cause**: Lack of opportunities for TEKS/Renstar alignment in intervention instruction

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Weekly assessments, district assessments, STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan SPED differentiation in lesson plans for Reading and Math **Strategy's Expected Result/Impact:** Students receive high quality first instruction that leads to mastery and approaches in district and state exams **Staff Responsible for Monitoring:** SPED Teacher, Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	40%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track and monitor student SPED data on weekly assessments **Strategy's Expected Result/Impact:** SPED students meet Approaches in EOY STAAR assessment **Staff Responsible for Monitoring:** SPED teacher, Teacher, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	40%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing (TEC 11.253(d)(3))

Evaluation Data Sources: Exit ticket, weekly assessments, district assessments, STAAR assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately **Strategy's Expected Result/Impact:** Students meet 90/60/30 goal in State end of year assessments **Staff Responsible for Monitoring:** Teacher, Assistant Principal of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Parent Meetings to inform on STAAR goals and progress throughout the school year **Strategy's Expected Result/Impact:** 100% of students meet their individual STAAR goals **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** 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 2, 3 - School Processes & Programs 3 - Perceptions 1	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause**: Limited instructional materials provided throughout the school year to support STAAR 2.0
Problem Statement 3: Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause**: Systems was not in place to monitor teacher's daily agenda and pacing
School Processes & Programs
Problem Statement 3: 14% CSI students on or above grade level in EOY Renstar **Root Cause**: Lack of opportunities for TEKS/Renstar alignment in intervention instruction
Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

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))

High Priority

Evaluation Data Sources: Safety Scorecard evaluations checklists, dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review safety scorecard feedback in APO tactical on a weekly basis **Strategy's Expected Result/Impact:** Campus receives a score of proficient or higher on the campus safety scorecard **Staff Responsible for Monitoring:** Assistant Principal of Operations, Campus Principals **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 95.22% YTD ADA for the 22-23 school year **Root Cause**: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

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))

Evaluation Data Sources: Attendance sign in sheets, scheduling and flyers of events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 100% compliance in required events **Staff Responsible for Monitoring:** School Counselor, Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategic scheduling of meetings to increase attendance **Strategy's Expected Result/Impact:** High attendance for required events of families **Staff Responsible for Monitoring:** School Counselor, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 95.22% YTD ADA for the 22-23 school year **Root Cause**: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

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))

Evaluation Data Sources: Completion reports from district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting **Strategy's Expected Result/Impact:** 100% completion of Anti-Bullying and Safer, Smarter School curriculum by deadline **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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 - School Processes & Programs 2 - Perceptions 1, 3	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 95.22% YTD ADA for the 22-23 school year **Root Cause**: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
School Processes & Programs
Problem Statement 2: Over 50% increase amount of CSSR assessments in 22-23 school year **Root Cause**: Lack of professional development for social emotional learning or response to student situations for teachers
Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

Perceptions
Problem Statement 3: 87.18% Overall Staff Retention **Root Cause**: Inconsistent celebrations and recognitions across all staff members

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1,200. (TEC 11.253(d)(10))

Evaluation Data Sources: PE weekly reports, dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor MVPA data on a weekly basis to create weekly target list of students **Strategy's Expected Result/Impact:** 100% of students meet their MVPA minutes goal **Staff Responsible for Monitoring:** PE coach, Assistant Principal of Instruction, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1	95%	90%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 95.22% YTD ADA for the 22-23 school year **Root Cause**: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

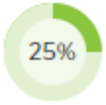
Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Weslaco Pike will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA weekly reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team attendance calls on a daily basis for students who are absent **Strategy's Expected Result/Impact:** Meet ADA goal **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow ADA escalation matrix for repeated offenders **Strategy's Expected Result/Impact:** Meet ADA goals **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create yearly ADA celebration plan for student motivation **Strategy's Expected Result/Impact:** Meet yearly ADA goal **Staff Responsible for Monitoring:** SIS registrar, Assistant Principals, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Recognize students and families for perfect attendance for the first semester in a semester and end of year award ceremony **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Counselor, Assistant Principal of Operations, Principal, Assistant Principals of Instruction **Title I:** 4.2 **Funding Sources:** Certificates, Awards, Poster Prints, Flyers - Title I, Part A (4120) - $2,165.52	N/A	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 95.22% YTD ADA for the 22-23 school year **Root Cause**: ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

Perceptions
Problem Statement 1: 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause**: Inconsistent parent communication on ADA matrix level offenses

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.

High Priority

Evaluation Data Sources: Staff development cycle reports from district, internal tracking with campus leaders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development for goal setting, 2x2, and APR components of staff development cycle **Strategy's Expected Result/Impact:** 100% of teachers and managers complete all components of staff development cycle **Staff Responsible for Monitoring:** Campus leaders **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 3	N/A	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** 100% of staff development cycle meetings occur for all staff members **Staff Responsible for Monitoring:** Campus leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions	
Problem Statement 3: 87.18% Overall Staff Retention	**Root Cause**: Inconsistent celebrations and recognitions across all staff members

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Weslaco Pike is 100% 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

Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Meet staff retention goal **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 3	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold quarterly stepbacks with teachers to receive feedback on areas to improve as a campus **Strategy's Expected Result/Impact:** Meet staff retention goal **Staff Responsible for Monitoring:** Campus leaders, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 3	25%	50%		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions	
Problem Statement 3: 87.18% Overall Staff Retention	**Root Cause**: Inconsistent celebrations and recognitions across all staff members

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

Title I Personnel

Name	Position	Program	FTE
Amanda Resendez	Teacher	Reading Interventionist	1.0
Christopher Garza	Teacher	Math Interventionist	1.0
Fernando Luna	Co-Teacher	AR Facilitator	1

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Manipulatives, copies, charts		$1,500.00
4	2	4	Certificates, Awards, Poster Prints, Flyers		$2,165.52
				Sub-Total	$3,665.52
				Budgeted Fund Source Amount	$3,665.52
				+/- Difference	$0.00
				Grand Total Budgeted	$3,665.52
				Grand Total Spent	$3,665.52
				+/- Difference	$0.00

IDEA Public Schools

Yukon Academy

2023-2024 Campus Improvement Plan

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

Demographics

Demographics Summary

Demographics:

- Number of students by grade level
    1. KG: 117
    2. 1st: 123
    3. 2nd: 115
    4. 3rd: 120
- Ethnic Distribution
    1. Hispanic – Latino: 328
    2. American Indian – Alaskan Native: 1
    3. Asian: 12
    4. Black – African American: 37
    5. Native Hawaiian – Pacific Islander: 2
    6. White: 94
    7. Two – or – More: 1
- Sex
    1. Female: 237
    2. Male: 238
- Socioeconomic Status
    1. Economic Disadvantage: 271
    2. Free Meals: 163
    3. Reduced – Price Meals 23
    4. Other Economic Disadvantage: 85
- 504: 1
- Foster Care: 0
- Homeless: 0
- Immigrants: 6
- Migrant: 0
- Title 1: 475
- Dyslexia: 4
- Military Connected: 0

Demographics Strengths

Our At-Risk student population currently is 40% which gives us the opportunity to support scholars that more likely would not graduate from HS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently 57% of our population is economically disadvantaged, which is below the district average **Root Cause:** Geographically, economically disadvantaged families leave in the west side of town which is far from our campus. Families do not have transportation to bring scholars to this side of town.

Problem Statement 2: 2nd grade had the lowest enrollment out of all grade levels. **Root Cause:** The transition from team teaching to departmentalized can cause communication problems.

Student Learning

Student Learning Summary

Math Mock	March 2023		
	Overall	Sped	EB
90%	84%	70%	100%
60%	46%	40%	63%
30%	16%	10%	50%

ELAR Mock	Feb 2023		
	Overall	Sped	EB
90%	49%	33%	45%
60%	14%	11%	29%
30%	5%	0%	0%

DI Data as of May 18, 2023			
Kinder	First	Second	Overall
72%	64%	64%	67%

AR Data	Word Masters	Royal Readers
First	100%	
Second	100%	
Third	47%	10%
Overall	82%	10%

CSI

32 scholars in CSI in 3rd grade, at the last benchmark 14 met their goal on RenStar.

Student Learning Strengths

Increase in Math score from Semester Exam (December 2022) data to Mock STARR (March 2023) data.

Emergent Bilinguals are hitting the 90/60/30 in Math Mock STAAR (March 2023) data.

Strong internal data tracking and progress monitoring happening in 3rd grade.

100% of First and Second scholars were Word Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students struggle with reading, writing and thinking skills that enable them to perform at or above grade level in Reading. **Root Cause:** The campus needs to build a love of reading culture across campus to help build the skills to increase reading, writing and thinking,

Problem Statement 2 (Prioritized): Sped, CSI or struggling scholars are not meeting the benchmark 90/60/30 on any of the major assessments. **Root Cause:** Rolling out differentiated strategies to work with struggling scholar did not happen until March.

School Processes & Programs

School Processes & Programs Summary

IDEA Yukon Academy is focused on teachers receiving coaching frequently so that all scholars receive a highly rigorous education. All leaders have weekly check-in with teachers aligned with weekly coaching conversations. Currently, our teachers use the teacher career pathway to determine what level teacher they are which is linked to performance pay. 50% of teachers that work at IDEA Yukon Academy are a level 3 or 4 teacher which is considered high performing or advanced teacher. Teachers are rated frequently on our GET (guideposts for excellent teaching) rubric. Our school is averaging at least proficient, a rating of 3, on all guideposts.

School Processes & Programs Strengths

A majority of our second year teachers are high performing teachers. All teachers scored, on average, higher than 3 on the guideposts for excellent teacher (GET) rubric.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher development lacks differentiation amongst staff. **Root Cause:** Limited leaders were available to present deliberate practice and there was not a set scope and sequence.

Problem Statement 2: Coaching to mastery was not implemented across the school. **Root Cause:** There was a lack of tracking of teacher skills to hold teachers accountable.

Perceptions

Perceptions Summary

Conflict is reduced by scheduling peer mediations with scholars who have displayed peer conflict with others. Peer mediation is an optional intervention facilitated by the counselor for scholars to practice interpersonal communication skills to discussing the issue. Counselor will teach and model effective listening and communication skills for scholars. School climate is scoring at a 3.2/5 on our spring panorama survey from a total of 99 survey takers. The item that scored the lowest was the question, "At your school, how much does the behavior of other students hurt or help your learning", with 21% indicating others' behavior hurts their learning a tremendous amount. Parent/guardian/community participation is measured by taking attendance at family events, looking at views on social media posts and newsletters, responses on Remind. Barriers include Remind being synced from Powerschool and being difficult at times to navigate through several classes.

Perceptions Strengths

I definitely feel pride in my work and that I am making a difference when I see scholar celebrations and joy. I also appreciate hearing scholars talking about their own goals and investing in their own tracking. My leadership team is one that I can count on for support in big and small tasks; our principal models support of big and small tasks and that trickles down to all of us. I feel connected to some staff which keeps me energetic about coming to work. Working at IDEA has caused me to develop new skills and leadership practice.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Scholar behavior impunes the classroom environment, which hurts our staff retention and scholar learning. **Root Cause:** There is a lack of investment in proactive measures to build and strengthen social-emotional skills in order to movtivate positive scholar behavior.

Problem Statement 2: Teachers are easily frustrated by behaviors in the classroom. **Root Cause:** Staff use available resources as a reactive measure, then become discouraged when it doesn't fix, rather than building the skills from the beginning.

Problem Statement 3: There is a lack of fidelity to our social emotional curriculum. **Root Cause:** Our social-emotional curriculum use often competes with morning duties such as breakfast, checking planners, arrival, etc. Teachers have gotten much better at showing content but do not actively engage with the program; perhaps from lack of investment and doubt that the curriculum is effective.

Priority Problem Statements

Problem Statement 1: Teacher development lacks differentiation amongst staff.

Root Cause 1: Limited leaders were available to present deliberate practice and there was not a set scope and sequence.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Currently 57% of our population is economically disadvantaged, which is below the district average

Root Cause 2: Geographically, economically disadvantaged families leave in the west side of town which is far from our campus. Families do not have transportation to bring scholars to this side of town.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Sped, CSI or struggling scholars are not meeting the benchmark 90/60/30 on any of the major assessments.

Root Cause 3: Rolling out differentiated strategies to work with struggling scholar did not happen until March.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Scholar behavior impunes the classroom environment, which hurts our staff retention and scholar learning.

Root Cause 4: There is a lack of investment in proactive measures to build and strengthen social-emotional skills in order to movtivate positive scholar behavior.

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

- 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

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: By May 2023, all scholars K-4 will grow an average of 1.5 years in both reading and math using RenStar data results

High Priority

Evaluation Data Sources: RenStar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct a bi-monthly OCS for RenStar results and implement new strategies for the following two months **Strategy's Expected Result/Impact:** increase on or above grade level performance **Staff Responsible for Monitoring:** API **Problem Statements:** Student Learning 2	20%	35%	5%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Sped, CSI or struggling scholars are not meeting the benchmark 90/60/30 on any of the major assessments. **Root Cause**: Rolling out differentiated strategies to work with struggling scholar did not happen until March.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 46% to 48% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam, Mock STAAR Exam, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 3rd grade ELA teacher will begin lesson rehearsals in semester 1 **Strategy's Expected Result/Impact:** increase ELA student achievement scores **Staff Responsible for Monitoring:** API **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Library Books - Title I, Part A (4120) - $1,000	30%	40%	25%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher development lacks differentiation amongst staff. **Root Cause**: Limited leaders were available to present deliberate practice and there was not a set scope and sequence.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 37% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exams, Mock STAAR, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use revised GET rubric to provide systematic feedback to develop strong lesson planning **Strategy's Expected Result/Impact:** increase STAAR math scores **Staff Responsible for Monitoring:** API **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	10%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Begin TELPAS/EB tutorials in November after Mock TELPAS results **Strategy's Expected Result/Impact:** increase TELPAS scores **Staff Responsible for Monitoring:** API **Title I:** 2.6 **Funding Sources:** Tutorial Materials - Title I, Part A (4120) - $340.56	N/A		N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB4545 Tracking, Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data minutes are updated monthly by testing coordinator **Strategy's Expected Result/Impact:** increase STAAR scores **Staff Responsible for Monitoring:** Testing Coordinator **TEA Priorities:** Build a foundation of reading and math	15%	20%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Mock STAAR, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement daily accommodation walkthroughs for all SpEd scholars **Strategy's Expected Result/Impact:** increase SpEd scores on STAAR **Staff Responsible for Monitoring:** SpEd Content Lead **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	5%	20%	N/A	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: Mock STAAR, Semester Exam, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each student's performance in domains 1-3 using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Improve 90/60/30 score **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math	5%	25%	10%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: IDEA Yukon Academy will receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Evaluation Data Sources: Scorecard data, safety walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement monthly CCT (campus crisis team) meetings **Strategy's Expected Result/Impact:** increase scholar persistence **Staff Responsible for Monitoring:** APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: IDEA Yukon Academy 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))

High Priority

Evaluation Data Sources: School counselor data, parent survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** increase scholar persistence **Staff Responsible for Monitoring:** School Counselor			N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: IDEA Yukon will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: school counselor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Partner with school counselor to create a schedule for all lessons to be completed **Strategy's Expected Result/Impact:** increase scholar persistence **Staff Responsible for Monitoring:** school counselor **Title I:** 2.5	10%	25%	10%	

 No Progress Accomplished Continue/Modify Discontinue

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))

Evaluation Data Sources: MVPA tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review minutes during weekly check-in **Strategy's Expected Result/Impact:** increase attendance **Staff Responsible for Monitoring:** API **Title I:** 2.5	20%	30%	20%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Yukon Academy will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Fidelity to ADA plan (matrix and celebrations) **Strategy's Expected Result/Impact:** increase student attendance **Staff Responsible for Monitoring:** APO	15%	40%	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: progress tracking spreadsheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** increase staff retention **Staff Responsible for Monitoring:** Administrative Assistant **TEA Priorities:** Recruit, support, retain teachers and principals	20%	40%	15%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IDEA Yukon Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff retention tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** increase staff retention **Staff Responsible for Monitoring:** principal **TEA Priorities:** Recruit, support, retain teachers and principals	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

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

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Library Books		$1,000.00
2	3	1	Tutorial Materials		$340.56
				Sub-Total	$1,340.56
				Budgeted Fund Source Amount	$1,340.56
				+/- Difference	$0.00
				Grand Total Budgeted	$1,340.56
				Grand Total Spent	$1,340.56
				+/- Difference	$0.00

IDEA Public Schools

Yukon College Prep

2023-2024 Campus Improvement Plan

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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- Goal 3: Increase student daily attendance across Yukon College Prep to 97% 19
- Goal 4: Increase staff retention to 85% for Yukon College Prep staff. 22
- Goal 5: 100% student enrollment (no required performance objectives/strategies) 24

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 22-23 school year, IDEA Yukon College Prep only serviced 6th and 7th grade but will scale to include 8th grade during the 23-24 school year.

Scholar attendance for 22-23 was 95.35 as of 5/22/23. 19% of scholars receive special education services. 13.7% of scholars receive EB services and accommodations.

85% of teachers across IDEA Yukon will be returning for the 23-24 school year.

Demographics Strengths

Yukon CP teachers have an 85% retention rate, which is the goal for staff retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause:** Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Problem Statement 2: SpEd scholars are off-track to reach their target achievement levels on STAAR. **Root Cause:** New teachers struggled to differentiate lessons for all scholars.

Student Learning

Student Learning Summary

Internal Mock exams for RLA showed achievement at 61.25.5 for an SAS of 31 in 6th grade and 60.36.15 for a SAS of 37 in 7th grade. The most recent STAAR Interim showed a SAS of 47 for 6th and a SAS of 50 for 7th.

Internal Mock exams for Math showed achievement at 81.38.4 for an SAS of 41 in 6th grade and 63.39.17 for a SAS of 40 in 7th grade.

Student Learning Strengths

Renstar data shows 2.5 years of growth in Math.

IDEA Yukon was named the Imagine Nation School of Excellence, reaching above 90% Math Masters and 47% Math Geniuses.

80% Word Masters and 24% Royal Readers.

Semester Exams placed reading in the top 75% of the district for 7th grade and 90%tile for 6th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RLA scores for are well below the goal SAS of 60. **Root Cause:** Teacher planning does not incorporate enough TEKS aligned writing, editing and revising on a daily basis.

Problem Statement 2 (Prioritized): SPED scholars are not on track to reach their target on RLA STAAR Exam. **Root Cause:** Teacher planning does not include effective differentiation.

School Processes & Programs

School Processes & Programs Summary

Leaders train teachers through a coaching cycle that ensure teachers are developing individualized skills to drive their teaching. All teachers participate in a daily Deliberate Practice protocol, which allows teachers to learn skills together while also ensure that school systems and procedures are universal.

Lead team meets multiple times a week with a different lens, including instructional rounds, tactical, huddle, and schedule meetings. This ensures that all areas of the school are functioning effectively and roles are clear.

All teachers have access to projectors, document cameras, and computers. Pear deck has been integrated into lessons across all contents, allowing for students to receive real-time feedback. Chromebooks are 1-1 across all grade levels.

School Processes & Programs Strengths

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 across all contents including electives courses. This 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.

86% of families chose "always" for the statement "My child's school is preparing my child for college".

86% of families chose "always" for the statement "This school hold my child to high academic standards".

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lesson plans are inconsistently created and submitted across contents, grades, and teachers. **Root Cause:** The lesson planning components were taught, but not monitored for effective execution, leaving gaps in teacher skill sets and expectations adherence.

Problem Statement 2 (Prioritized): The coaching cycle is not adhered to with fidelity across all leaders and teachers. **Root Cause:** Leaders do not have a normed system to give and track feedback for teachers.

Perceptions

Perceptions Summary

Staff retention for the 23-24 school year is 82%. 94% of leaders, 85% of teachers, and 69% of our OPS team members are are remaining on campus.

Yukon has started a PTA to create more space for parents within our school. The PTA has sponsored things such as Teacher Appreciation week and the yearbook planning.

The goal of 60% engagement from families and community members during our monthly family engagement events was surpassed, reaching 89% across all events throughout the school year.

Currently, student retention for the 23/24 school year is 93.62%. This is below the benchmark for this time of year.

Perceptions Strengths

Families are wanting to be engaged, this is evident by the turn out to events. Events have been more balanced between College Prep and Academy planning.

85% of teachers and 94% of leaders are remaining with the campus, which is at or above our benchmark goal.

PTA had begun, which has the potential to increase our parent involvement.

Sports and activities are fully launched, which we will continue through to the next year. We have plans to increase our offerings to drive student engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Scholars and families were not clear on IDEA's culture expectations prior to the registering. **Root Cause:** Transition in leadership mid-year caused limited interaction with the school prior to registration.

Problem Statement 2 (Prioritized): Staff members are not remaining with IDEA Yukon College Prep. **Root Cause:** Ops teams are not included in the same structures of support as our teachers and lead team members are.

Priority Problem Statements

Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%.
Root Cause 1: Attendance matrix was rolled out late into the school year and was not followed with fidelity.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The coaching cycle is not adhered to with fidelity across all leaders and teachers.
Root Cause 2: Leaders do not have a normed system to give and track feedback for teachers.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: SPED scholars are not on track to reach their target on RLA STAAR Exam.
Root Cause 3: Teacher planning does not include effective differentiation.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff members are not remaining with IDEA Yukon College Prep.
Root Cause 4: Ops teams are not included in the same structures of support as our teachers and lead team members are.
Problem Statement 4 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: SpEd scholars achieve 40% at the 'Meets' level in STAAR

Evaluation Data Sources: UEs, TQs, LAs will be used for benchmarking. STAAR will be final evaluation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track SpEd scholar achievement in ELA and Math following each UE/ME/LA. **Strategy's Expected Result/Impact:** Priority scholars can be identified, allowing for more intentional tutoring and differentiation in class. **Staff Responsible for Monitoring:** SpEd Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	50%	55%	✕	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SpEd Collaboration will take place bi-weekly, so support accomodation planning and execution within the Gen Ed classrooms. **Strategy's Expected Result/Impact:** General Education teachers will effectively plan for and execute accomodations for all scholars. **Staff Responsible for Monitoring:** SpEd point person **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	5%	50%	✕	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: SPED scholars are not on track to reach their target on RLA STAAR Exam. **Root Cause**: Teacher planning does not include effective differentiation.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: College Prep achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing in Spring 2024.

Evaluation Data Sources: LA, UE, ME, TQ

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students' performance in bi-weeklys and district exams. **Strategy's Expected Result/Impact:** Locus Dashboards will ensure that all scholars are intentially targeted. **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	50%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will provide feedback to submitted lesson plans weekly, allowing for feedback turn around before first teach. **Strategy's Expected Result/Impact:** Intentional planning allows for effective first teach. **Staff Responsible for Monitoring:** Instructional Leaders **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 49% of students will increase TELPAS level or maintain AH

Evaluation Data Sources: Summit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All lesson plans will become proficient in opportunities for writing/speaking	5%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 80% of students receiving Accelerated Instruction will meet their minutes requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accelerated Learning will be integrated into a dedicated Academic Block	30%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 1: Yukon CPwill hold quarterly events including: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up, Dances, and athletics/clubs.

Evaluation Data Sources: Attendance at events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))	5%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselors will plan events that align to the interest of scholars and families within College Prep. **Strategy's Expected Result/Impact:** Students will be more interested in the events, increasing attendance for families. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I, Part A (4120) - $697.49	5%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 2: Complete Anti-Bullying and Safer, Smarter School curriculum.

Evaluation Data Sources: Ensure culture is positive and friendships can be made between scholars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselor will train teachers on implementation of lessons prior to the beginning of the school year. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselor will monitor completion rates for all college prep schoolars.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

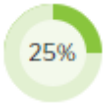
Performance Objective 3: Campus receives 'proficient' or higher in campus safety scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus conducts frequent safety audits	20%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence to 90% for Yukon College Prep.

Performance Objective 4: Campus will be 100% compliant in holding Title 1 Parent Engagement events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: : Campus will backward plan all Title 1 events at BOY				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 1: IDEA Yukon CP will achieve a 97% annual attendance rate for the 23-24 school year.

Evaluation Data Sources: Locus dashboard for ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calls will be made to 100% of families with absent scholars each day. **Strategy's Expected Result/Impact:** Families will understand the importance of school. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: College Prep leaders will meet weekly to review current absence rates and chronically absent scholars. **Strategy's Expected Result/Impact:** All leaders will be able to support execution of the ADA matrix. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause**: Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 2: Yukon College Prep with take 100% of actions within the ADA Matrix.

Evaluation Data Sources: Matrix tracking through excel.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Prep lead team will have a strategy meeting each Friday to review current matrix and any scholar updates. **Strategy's Expected Result/Impact:** Scholars will have increase academic success. **Staff Responsible for Monitoring:** APO **Problem Statements:** Demographics 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff will track all daily calls through the ADA Daily Tracker and matrix actions through our Matrix trackers. **Strategy's Expected Result/Impact:** APO and Principal can see which areas we are in compliance for. **Staff Responsible for Monitoring:** Principal/APO	10%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance sits at just over 95%, below the benchmark of 97%. **Root Cause**: Attendance matrix was rolled out late into the school year and was not followed with fidelity.

Goal 3: Increase student daily attendance across Yukon College Prep to 97%

Performance Objective 3: 100% of students reach their MVPA minutes goal

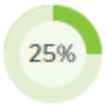
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use check ins to monitor PTG of MVPA minutes	10%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase staff retention to 85% for Yukon College Prep staff.

Performance Objective 1: 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.

Evaluation Data Sources: Power Bi tracking for completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will recieve effective coaching through complete coaching cycles on a weekly basis. **Strategy's Expected Result/Impact:** Teachers will feel competent in their work. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention to 85% for Yukon College Prep staff.

Performance Objective 2: Quarterly skip level meetings to promote 2 way feedback.

Evaluation Data Sources: Tracking through retention tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** New hires will be chosen based on skill set, increasing chances of success of staff member. **TEA Priorities:** Recruit, support, retain teachers and principals	20%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers recieve weekly feedback on lesson plans and execution through Teachboost and weekly check ins. **Strategy's Expected Result/Impact:** Teachers will see improvement in their skills and empowered to continue to learn. **Staff Responsible for Monitoring:** Principal	50%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: 100% student enrollment (no required performance objectives/strategies)

Performance Objective 1: Yukon CP will be at 100% enrollment on Day 1.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Call all scholars that do not attend meet the teacher. **Strategy's Expected Result/Impact:** Scholars that did not come will get the opportunity to start connecting with teachers. **Staff Responsible for Monitoring:** GTLs	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Offer additional seats for any grade that is projected to be under enrolled. **Strategy's Expected Result/Impact:** Additional offers will ensure scholars are in seats on Day 1.	25%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$697.49
				Sub-Total	$697.49
				Budgeted Fund Source Amount	$697.49
				+/- Difference	$0.00
				Grand Total Budgeted	$697.49
				Grand Total Spent	$697.49
				+/- Difference	$0.00