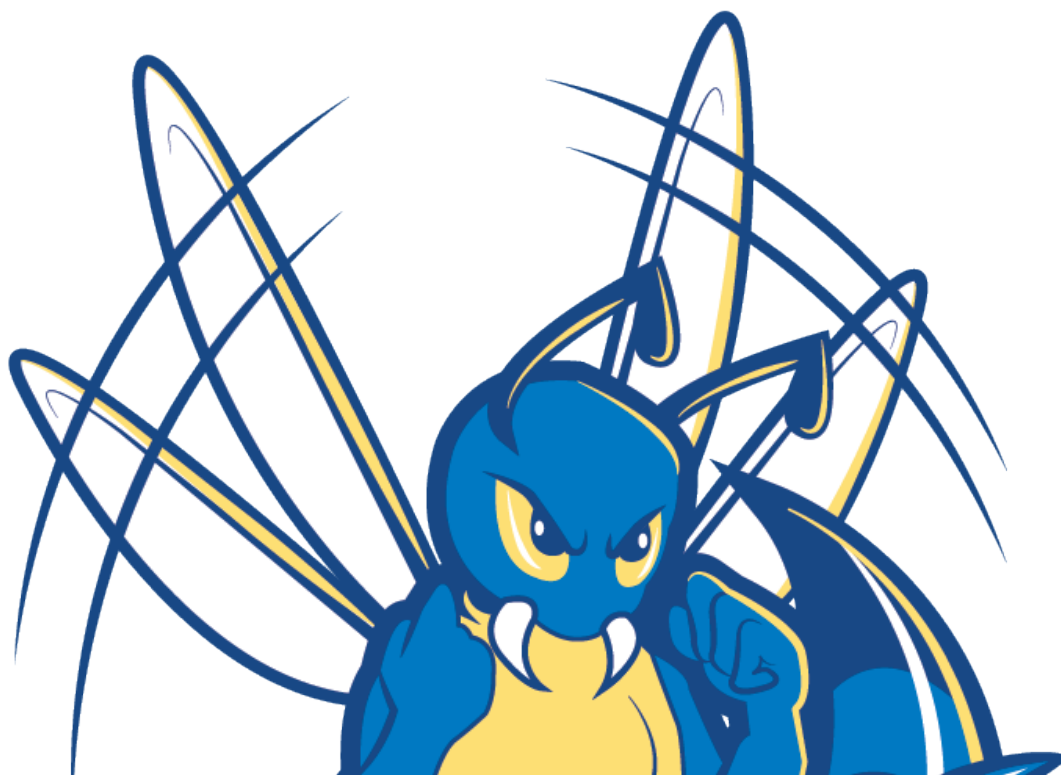


IDEA Public Schools
Southeast Academy
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated





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

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

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

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

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Comprehensive Needs Assessment

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 to approximately 360 K-2 scholars that will grow by one grade level 120 students each year until we are a K-5 campus. We serve 80% Economically disadvantaged, 46.7% English Language Learners, 13% Special education, and 3.44% migrants. Our population is further identified as 64.95% White-Hispanic, 30.93% Black, and 2.75% white. We have 56.7% Males and 43.3% females.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall student persistence because our persistence from year one to year two was below 80%. **Root Cause:** 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.

Problem Statement 2 (Prioritized): There is a need to ensure the implementation of best practices for English Language Learners because of our large population of ELL students. **Root Cause:** 1. There has been a disconnect between parents and students who speak Spanish as a first language which leads to a disconnect from the campus. 2. Staff must be intentional about including reading, writing, speaking, and listening in all content.

Student Learning

Student Learning Summary

IDEA Southeast Academy had a k-2 population that started the year with 60% of kindergarten students reading below kindergarten level, 60% of first-grade students reading below the first-grade level, and 80% of second-grade students reading below the second-grade level. 50% of the students reading below the level in the second grade were reading on a kindergarten level. In math, students were performing at a relatively similar rate.

Success:

Southeast Academy ended the year with 59% of kindergarten students reading at or above grade level, 36% of first-grade students reading at or above grade level, and 62% of second-grade students reading at or above grade level. In mathematics, 91% of kindergarten performed at or above grade level, 87% of first-grade performed at or above grade level, and 81% of second-grade performed at or above grade level as measured through end-of-year district assessment. 75% of our English language learners reading advanced high or grew by one comp, 36% met the target, and 42% met the long-term target.

Areas of Improvement:

Reading, writing, and math continue to be an area for improvement. None of our grade levels met 90% or better in reading or writing. Only one grade level reached 90% in Math.

See PDF in the addendum for more information.

Student Learning Strengths

See PDF in the addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of our Academy scholars reading on or above grade level by the end of the year is below 90%. **Root Cause:** Instruction in reading should be intentional with clear benchmarks and targeted intervention for students who fall below the benchmark, consistent analysis of data, and clearly defined tier 2 supports for reading.

Problem Statement 2 (Prioritized): Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics. **Root Cause:** Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.

Problem Statement 3 (Prioritized): Over 50% of English Language learners perform below Advanced and advanced high on TELPAS. **Root Cause:** Lack of reading, speaking, listening, and writing incorporated in all contents across grade levels.

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.

Social and emotional curriculum of Move This World is utilized daily, and community circles, 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.

Music is an added elective for the 22-23 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, 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. All staff is provided weekly coaching with action steps that improve their educational practice.

See PDF in the 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 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 the addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 60% of instructional staff were retained from year one to year two. **Root Cause:** Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.

Problem Statement 2 (Prioritized): Approximately 70% of support staff were retained from year one to year two. **Root Cause:** Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Problem Statement 3 (Prioritized): Approximately 70% of families attended special events. **Root Cause:** Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Perceptions

Perceptions Summary

IDEA Southeast seeks to create an inclusive environment for all stakeholders. 21-22 school year was the launching of our campus. We acquired twenty partnerships with the community. We opened our building to a limited amount of adults for special events to engage in with their scholars. We held virtual events as well to accommodate our parents and community partners. Participation from our parents and community is measured through the interactions on REMIND, campus Facebook page, weekly smore newsletters, and digital and physical sign-in sheets at events. Some barriers we encounter are consistent translations that allow are parents who are English language Learners an opportunity to engage with us.

The goal is for 100% of families to be onboarded before the first day of school to ensure alignment with culture, social and emotional learning, and academics.

See PDF in the addendum for more information.

Perceptions Strengths

see PDF in the addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 15/27 (55%) leavers name communication as a campus culture issue. **Root Cause:** Lack of a clear communication system when an issue occurs.

Problem Statement 2 (Prioritized): 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. **Root Cause:** Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall student persistence because our persistence from year one to year two was below 80%.

Root Cause 1: 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure the implementation of best practices for English Language Learners because of our large population of ELL students.

Root Cause 2: 1. There has been a disconnect between parents and students who speak Spanish as a first language which leads to a disconnect from the campus. 2. Staff must be intentional about including reading, writing, speaking, and listening in all content.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of our Academy scholars reading on or above grade level by the end of the year is below 90%.

Root Cause 3: Instruction in reading should be intentional with clear benchmarks and targeted intervention for students who fall below the benchmark, consistent analysis of data, and clearly defined tier 2 supports for reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics.

Root Cause 4: Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Over 50% of English Language learners perform below Advanced and advanced high on TELPAS.

Root Cause 5: Lack of reading, speaking, listening, and writing incorporated in all contents across grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Approximately 70% of families attended special events.

Root Cause 6: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 60% of instructional staff were retained from year one to year two.

Root Cause 7: Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Approximately 70% of support staff were retained from year one to year two.

Root Cause 8: Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 15/27 (55%) leavers name communication as a campus culture issue.

Root Cause 9: Lack of a clear communication system when an issue occurs.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal.

Root Cause 10: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.

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

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading 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
- 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
- Student surveys and/or other feedback
- School safety data

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
- Other additional data

Goals







Revised/Approved: October 4, 2022

Goal 1: Increase staff retention to 85%

Performance Objective 1: By end of August 2023, 85% of IDEA Southeast staff will remain with IDEA Public Schools as an employee.

High Priority

Evaluation Data Sources: HR exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all staff continuous development through a Professional Development session held every Tuesday. Strategy's Expected Result/Impact: 90% of staff feel confident in their role and believe IDEA Southeast is a great place to work. Staff Responsible for Monitoring: Assistant Principals and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all staff an opportunity to provide feedback on a consistent basis. Strategy's Expected Result/Impact: 90% of staff feel IDEA Southeast is a great place to work. Staff Responsible for Monitoring: Assistant Principals and Principals</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 60% of instructional staff were retained from year one to year two. **Root Cause:** Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.







Problem Statement 2: Approximately 70% of support staff were retained from year one to year two. **Root Cause:** Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Goal 1: Increase staff retention to 85%

Performance Objective 2: By the end of May 2023, 85% of staff will name IDEA Southeast as a great place to work.

High Priority

Evaluation Data Sources: GPTW survey, quarterly pulse checks, campus-based staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all staff with consistent coaching in areas that staff find meaningful and needed. Strategy's Expected Result/Impact: 90% of staff feel IDEA Southeast is a great place to work. Staff Responsible for Monitoring: Assistant Principals and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate staff for their hard work and dedication to the campus through staff huddles every Friday, shout-out TEAMS chat that can be used daily, and Monthly core value winners. Strategy's Expected Result/Impact: 90% of staff feel IDEA Southeast is a great place to work. Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 60% of instructional staff were retained from year one to year two. Root Cause: Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.</p>
<p>Problem Statement 2: Approximately 70% of support staff were retained from year one to year two. Root Cause: Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).</p>

Goal 2: IDEA Southeast Academy will meet the enrollment goal of 464 students.

Performance Objective 1: IDEA Southeast will partner with community partners to recruit students during city-wide events.

Evaluation Data Sources: Campus building culture, Data tracking systems that include names.

Strategy 1 Details	Reviews			
<p>Strategy 1: IDEA Southeast will identify and attend at least 5 major community events to engage and inform parents about the school.</p> <p>Strategy's Expected Result/Impact: IDEA Southeast will meet the enrollment goal of 464, and build a waiting list of 60 per grade level.</p> <p>Staff Responsible for Monitoring: school enrollment coordinator, student information services, and Assistant Principal of Operations.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase overall student persistence because our persistence from year one to year two was below 80%. Root Cause: 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.</p>






Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, 90% of students will meet the approaching grade standard, 60% will meet the grade level standard, and 30% will master the grade level standard in Mathematics for grades Kindergarten through 3rd grade.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and district end-of-year assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strong first teach in math that begins with the unpacking of the standard, aligned student-friendly objectives, and exit tickets that measure students' success.</p> <p>Strategy's Expected Result/Impact: By the end of the first-semester 3rd-grade students will achieve 80/50/20 based on district assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principals of instruction and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics. Root Cause: Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.</p>






Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, 90% of 1st through 3rd-grade students will read at or above grade level in reading.

High Priority

HB3 Goal

Evaluation Data Sources: District end-of-year assessments, district-wide assessment (RenStar), and STAAR






Strategy 1 Details	Reviews			
<p>Strategy 1: Strong first teach in math that begins with the unpacking of the standard, aligned student-friendly objectives, and exit tickets that measure students' success.</p> <p>Strategy's Expected Result/Impact: Students will achieve 90/60/30 on STAAR assessments and district assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principals of Instruction, Teachers, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 60% of EL students in grade Kindergarten to 3rd will achieve advanced or advanced high or grow by one comp year.

High Priority

Evaluation Data Sources: TELPAS, District end-of-year assessments, and STAAR.





Strategy 1 Details	Reviews			
<p>Strategy 1: All core contents will incorporate multiple opportunities for Listening, Speaking, Reading, and writing</p> <p>Strategy's Expected Result/Impact: EL learners will grow by 1 year or achieve advanced high as measured by TELPAS.</p> <p>Staff Responsible for Monitoring: APs, Teachers, Principal, and EL coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 4: By June 2023, 50% of Special Education students in 1st through 3rd-grade will grow by 1 year or more in Reading and Math.

High Priority

Evaluation Data Sources: STAAR/STAAR ALT, District assessments, and campus-based assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers monitor students understanding at key checkpoints to ensure reteaching and small group instruction. Strategy's Expected Result/Impact: 50% of Special education students grow by 1 year or more. Staff Responsible for Monitoring: Special Education teachers and co-teachers, Assistant Principals, and Principal</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: IDEA achieves an A rating

Performance Objective 5: Use of Interventionist to improve 3rd-grade reading. 50% of Critical Support students grow by 2 years or more and/or read on grade level by end of May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: District-wide assessment (RenStar), STAAR, and district assessments.

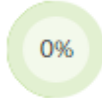




Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionist to work with small groups of priority students.</p> <p>Strategy's Expected Result/Impact: 50% of 3rd-grade critical support students grow by 2 years in reading and 60% grow by 2 years in Math.</p> <p>Staff Responsible for Monitoring: Assistant Principals of instruction, Principals, Teachers, and interventionists</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist CSI - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 6: IDEA Southeast will ensure that 60% of inclusion population is meeting the A rating based on STAAR results.

High Priority

Evaluation Data Sources: STAAR Assessment






Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all staff and teachers are properly trained to implement accommodations and modifications for special education students.</p> <p>Strategy's Expected Result/Impact: Increase in SpED students academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 7: Increase the amount of students that have access to year-long P.E. classes by utilizing a PE model that includes kindergarten students.

High Priority

Evaluation Data Sources: master schedule






Strategy 1 Details	Reviews			
<p>Strategy 1: Master schedule will include P.E. for all students for the complete academic year by using a co-teacher model in PE.</p> <p>Strategy's Expected Result/Impact: Increase in health understanding and increase in physical activity for students.</p> <p>Staff Responsible for Monitoring: PE Teacher, Admin</p>	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: By end of May 2023, Kindergarten through 3rd-grade students will have daily attendance of 97%.

High Priority

Evaluation Data Sources: Daily ADA tracking, Monthly ADA action planning, and incentives.

Strategy 1 Details	Reviews			
<p>Strategy 1: ADA incentive celebrations. Strategy's Expected Result/Impact: ADA will increase for all grade levels by 3% each quarter until reaching 97% Staff Responsible for Monitoring: SIS, SEC, SW, SC, and APO</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use ADA matrix with fidelity to pre-empt possible leavers from leaving the school. Strategy's Expected Result/Impact: A 10% decrease in students/families leaving the school. Staff Responsible for Monitoring: Social Worker, Counselor, Admin team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Increase student persistence

Performance Objective 1: By the end of August 2023, 93% of Kindergarten through 3rd-grade students will persist with IDEA Southeast or another IDEA campus.

High Priority

Evaluation Data Sources: Mission list and monthly persistence tracking.

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate grade-level persistence events</p> <p>Strategy's Expected Result/Impact: Each quarter 90% of students will persist ending the year with 93% persistence.</p> <p>Staff Responsible for Monitoring: SIS, SEC, teachers, APIs, and APO.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: 15/27 (55%) leavers name communication as a campus culture issue. Root Cause: Lack of a clear communication system when an issue occurs.</p>

Goal 5: Increase student persistence

Performance Objective 2: By the end of May 2023, IDEA Southeast will host seven persistence events for parents to attend.

High Priority

Evaluation Data Sources: Campus sign-in sheets and the raptor system.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct parent meetings to engage parents on campus. Strategy's Expected Result/Impact: An average of 90% of parents will attend persistent and engagement events Staff Responsible for Monitoring: SW, SC, APIs, Principals</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 3: Approximately 70% of families attended special events. Root Cause: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.</p>
Perceptions
<p>Problem Statement 2: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. Root Cause: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.</p>

Goal 5: Increase student persistence

Performance Objective 3: By the end of May 2023, IDEA Southeast will conduct three open house sessions for parents to tour the school and learn more about our mission and vision.

High Priority

Evaluation Data Sources: Campus sign-in sheets and agendas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold Coffee with the principal to engage families</p> <p>Strategy's Expected Result/Impact: An average of 90% or more families engage on campus</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

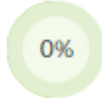




School Processes & Programs
<p>Problem Statement 3: Approximately 70% of families attended special events. Root Cause: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.</p>
Perceptions
<p>Problem Statement 1: 15/27 (55%) leavers name communication as a campus culture issue. Root Cause: Lack of a clear communication system when an issue occurs.</p>
<p>Problem Statement 2: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. Root Cause: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.</p>

Goal 5: Increase student persistence

Performance Objective 4: IDEA Southeast will decrease the number of bullying and/or incidences of harassment as evidenced through Deans List by 10%

High Priority

Evaluation Data Sources: Referrals, Deans List

Strategy 1 Details	Reviews			
<p>Strategy 1: IDEA Southeast will implement Move This World, our social-emotional curriculum, across all grade levels with fidelity.</p> <p>Strategy's Expected Result/Impact: A decrease in anti-social behavior, increase in self-advocacy, and decrease in referrals.</p> <p>Staff Responsible for Monitoring: Counselor, Admins, Social Worker, Teachers, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alysha Johnson	Interventionist	Critical Student Intervention	Teacher

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1	Interventionist CSI		\$0.00
Sub-Total					\$0.00

Addendums