

IDEA Public Schools

Southeast College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

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

Vision

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

Core Values

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

We achieve **Academic Excellence**

We deliver **Results**

We ensure **Equity**

We build **Team & Family**

We act with **Integrity**

We bring **Joy**

We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

IDEA Southeast College Prep 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. We serve the community of Fort Worth, TX and offer grades 6 and 7 during the 22-23 school year. **See PDF in Addendum for more information**

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must have consistent documentation of behavior management system components in order streamline communication with scholars and families. **Root Cause:** Behavior management tracking system has not been reliable due to system errors and improper documentation.

Problem Statement 2 (Prioritized): We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement. **Root Cause:** Students perform higher academically when they can articulate and track their own goals.

Problem Statement 3 (Prioritized): We must increase healthy relationships with implementation of restorative practices protocol. **Root Cause:** The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.

Student Learning

Student Learning Summary

There has been tremendous growth made by IDEA Southeast CP scholars. On the Math STAAR assessment, scholars scored 83|45|19. On the ELA STAAR, scholars scored 81|54|27. Students experienced more than 40 points growth in approaches since the beginning of the school year in ELA.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain **Root Cause:** Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.

Problem Statement 2 (Prioritized): Only 32% of ELL scholars grew one or more levels on TELPAS **Root Cause:** Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.

Problem Statement 3: Less than 50% of scholars in SPED achieved approaches or above on curriculum based assessments throughout the year. **Root Cause:** Although accommodations and modifications were implemented across classes, teachers lacked the knowledge to present content in ways that incorporate multiple learning modalities. Leaders implemented the schoolwide SPED vision later in the year, which delayed accountability for differentiation.

School Processes & Programs

School Processes & Programs Summary

SCP leverages instructional rounds, coaching cycles, and professional development to build capacity of our leaders and teachers. Each leader knows their driving goals and plans high-impact strategies and tactics to reach the goals by the end of the year. All leaders engage in instructional rounds to ensure the team is normed on our vision for excellent culture and instruction as well as participate in coaching cycles to close any leader gaps that may contribute to teacher and student level gaps. Further, we leverage a individual development plans and coaching scope and sequences to track leader development.

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): 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. **Root Cause:** Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Problem Statement 2: 50% of leaders have a Texas principal certification **Root Cause:** Leaders are not required to have principal certifications to be hired nor is the expectation set to obtain a certification once hired. As a result many of our leaders lack knowledge regarding state laws.

Problem Statement 3 (Prioritized): High staff attrition among non-instructional staff **Root Cause:** Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Perceptions

Perceptions Summary

IDEA Southeast College Prep prides itself on the strong student cultures that makes learning happen. We set high expectations for student and adult behaviors in all spaces which has resulted in our school achieving A-rated status in our first year. Also, we have been fully enrolled by the 11th day of school for two consecutive years and have a healthy waiting list. Families consistently chose to send their children to SCP because we set high goals and work dilligently to achieve them.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack consistent documentation of behavior management system components. **Root Cause:** Although we purchased Dean's List to track referrals, we did not have a process in place to ensure documentation was captured for all incidents and entered into the system for analysis purposes.

Problem Statement 2 (Prioritized): Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause:** All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Problem Statement 3: Between 40%-60% of families participated in events throughout the year. **Root Cause:** SCP does not have a PTA that gives parents the opportunity to engage outside of attending events. We also do not have an efficient process to track family engagement.

Priority Problem Statements

Problem Statement 1: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement.

Root Cause 1: Students perform higher academically when they can articulate and track their own goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We must increase healthy relationships with implementation of restorative practices protocol.

Root Cause 2: The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain

Root Cause 3: Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 32% of ELL scholars grew one or more levels on TELPAS

Root Cause 4: Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications.

Root Cause 5: Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: High staff attrition among non-instructional staff

Root Cause 6: Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education.

Root Cause 7: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack consistent documentation of behavior management system components.

Root Cause 8: Although we purchased Dean's List to track referrals, we did not have a process in place to ensure documentation was captured for all incidents and entered into the system for analysis purposes.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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 failure and/or retention rates
- Local diagnostic reading assessment 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- 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
- Budgets/entitlements and expenditures data







Goals

Goal 1: Increase staff retention by 5% from the 21-22 measure.

Performance Objective 1: By June 2022, the percentage of staff who agree that Southeast College Prep is a great place to work will increase by at least three percentage points as measured by the Great Place to Work EOY survey and monitored by district pulse checks.

High Priority

Evaluation Data Sources: Great Place to Work Survey
Great Place to Work Pulse Check
Monthly staff feedback survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Build and maintain strong adult culture through relationship building, coaching check-ins, and implementation of the Adult Culture calendar.</p> <p>Strategy's Expected Result/Impact: 90% teacher and staff satisfaction on the quarterly pulse checks</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal Gabrielle Martinez, Admin Assistant</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strengths-based coaching and professional development for both instructional and non-instructional staff</p> <p>Strategy's Expected Result/Impact: 100% of teachers and staff report they are consistently coached and developed by their direct manager on the monthly staff survey.</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3</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:

School Processes & Programs







Problem Statement 3: High staff attrition among non-instructional staff **Root Cause:** Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Goal 1: Increase staff retention by 5% from the 21-22 measure.

Performance Objective 2: By June 2022, the percentage of staff who are Texas certified will increase by at least twenty percentage points as measured by staff demographic data and monitored by district staffing team.

High Priority

Evaluation Data Sources: Staff demographics

Strategy 1 Details	Reviews			
<p>Strategy 1: Revise hiring non-negotiables to include screening for credentials</p> <p>Strategy's Expected Result/Impact: at least 50% of sourced applicants have credentials that make them highly qualified for the role</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a school-based staff recruitment plan</p> <p>Strategy's Expected Result/Impact: At least 3 hours per week dedicated to active staff recruitment for lead team members</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal Alexandria Greene, Assistant Principal Shondrah Dillworth, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. Root Cause: Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.</p>

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2022, Southeast College Prep's school-wide average ranked in the 75th percentile on Panorama survey question.

Evaluation Data Sources: Panorama student perception survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement a student pulse check survey to monitor students' college-going perceptions</p> <p>Strategy's Expected Result/Impact: scholars connect their middle school education to college and career aspirations</p> <p>Staff Responsible for Monitoring: Danise Lilley, School Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. Root Cause: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.</p>



Goal 3: IDEA achieves an A rating







Performance Objective 1: By June 2022, 60% of scholars will show mastery on grade level standards in reading as measured by district assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District reading assessments
Ren Star assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Support teachers/leaders in module unpacking to ensure they have a big picture understanding of the unit 1-2 weeks prior to its start.</p> <p>Strategy's Expected Result/Impact: 100% of core content teachers know what students must know and do to show mastery on grade level standards</p> <p>Staff Responsible for Monitoring: Alexandria Greene, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Coach and manage instructional leaders to ensure exit ticket sorts and data tracking WITH scholars in all core classes for domains 1-3.</p> <p>Strategy's Expected Result/Impact: 100% of students and teachers know which standards have been mastered and standards that need more practice</p> <p>Staff Responsible for Monitoring: Alexandria Greene, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate reading, writing, speaking, and listening as part of all classes daily as evidenced by the number of opportunities scholars have to engage with the content through discourse, oral responses, written responses and mixed media.</p> <p>Strategy's Expected Result/Impact: 100% of scholars are able to communicate using academic language</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Use reading interventionist to improve 6-7 reading and writing performance</p> <p>Strategy's Expected Result/Impact: Increase reading and writing performance</p> <p>Staff Responsible for Monitoring: Writing Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement.</p> <p>Root Cause: Students perform higher academically when they can articulate and track their own goals.</p>
Student Learning
<p>Problem Statement 1: 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain Root Cause: Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.</p> <p>Problem Statement 2: Only 32% of ELL scholars grew one or more levels on TELPAS Root Cause: Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.</p>
Perceptions
<p>Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. Root Cause: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.</p>






Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2022, 60% of scholars will show mastery on grade level standards in math as measured by district assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District reading assessments
Ren Star assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Support teachers/leaders in module unpacking to ensure they have a big picture understanding of the unit 1-2 weeks prior to its start.</p> <p>Strategy's Expected Result/Impact: 100% of core content teachers know what students must know and do to show mastery on grade level math standards</p> <p>Staff Responsible for Monitoring: Shondrah Dillworth, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Coach and manage instructional leaders to ensure exit ticket sorts and data tracking WITH scholars in all math classes for domains 1-3.</p> <p>Strategy's Expected Result/Impact: 100% of students and teachers know which math standards have been mastered and standards that need more practice</p> <p>Staff Responsible for Monitoring: Shondrah Dillworth, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement.
Root Cause: Students perform higher academically when they can articulate and track their own goals.

School Processes & Programs

Problem Statement 1: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. **Root Cause:** Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Perceptions





Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause:** All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2022, 82% of scholars with disabilities will meet their growth goals in reading and math as measured by district and state assessments.

High Priority

Evaluation Data Sources: District assessments
2023 STAAR







Strategy 1 Details	Reviews			
<p>Strategy 1: Implement principles of UDL (Universal Design for Learning) to ensure students with special needs have access to grade level content</p> <p>Strategy's Expected Result/Impact: Increase student achievement for Special Education subgroup</p> <p>Staff Responsible for Monitoring: Shondrah Dillworth, Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct observations focused on increasing mastery for priority students</p> <p>Strategy's Expected Result/Impact: Increase awareness of priority student learning needs</p> <p>Staff Responsible for Monitoring: Bryson Green, Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 1: By June 2022, the percent of students who have more than 18 absences will decrease as measured as compared to the previous year.

High Priority

Evaluation Data Sources: PowerSchool Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the ADA escalation matrix with consistency</p> <p>Strategy's Expected Result/Impact: Documentation of school-based interventions to increase individual student ADA/ decrease chronic absenteeism</p> <p>Staff Responsible for Monitoring: Kylie Cranford, Assistant Principal of Operations</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase frequency of positive incentives for attendance</p> <p>Strategy's Expected Result/Impact: Increase individual student attendance rate</p> <p>Staff Responsible for Monitoring: Danise Lilley, School Counselor Kylie Cranford, Assistant Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 2: By June 2022, the percent of teachers taking attendance accurately and on time will increase by at least five percentage points as compared to the previous year.

High Priority

Evaluation Data Sources: PowerSchool compliance report





Strategy 1 Details	Reviews			
Strategy 1: Implement ADA huddles prior to official attendance taking time Strategy's Expected Result/Impact: Increase daily attendance Staff Responsible for Monitoring: Bryson Green, Principal Kylie Cranford, Assistant Principal of Operations Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a monitoring and recognition plan for staff Strategy's Expected Result/Impact: Increase accurate and timely attendance taking Staff Responsible for Monitoring: Bryson Green, Principal	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 3: By June 2022, decrease the number of bullying incidents as measured by school investigation records.

High Priority

Evaluation Data Sources: Bullying Reports

Strategy 1 Details	Reviews			
Strategy 1: Explicitly teach conflict resolution skills during advisory Strategy's Expected Result/Impact: Increase positive student relationships and social skills Staff Responsible for Monitoring: Bryson Green, Principal Title I: 2.5 Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement multi-tier system of support for social emotional and behavior needs Strategy's Expected Result/Impact: Increase proactive student support and interventions Staff Responsible for Monitoring: Danise Webb, School Counselor Title I: 2.5 Problem Statements: Demographics 3	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 3 Problem Statements:

Demographics
<p>Problem Statement 3: We must increase healthy relationships with implementation of restorative practices protocol. Root Cause: The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.</p>

Goal 5: Increase student persistence by 10% points in comparison to the 21-22 SY.

Performance Objective 1: By June 2022, 90% of new families will attend Welcome to IDEA event






Evaluation Data Sources: WTI attendance tracker

Strategy 1 Details	Reviews			
Strategy 1: Encourage new family attendance to early WTI events Strategy's Expected Result/Impact: Increase family positive perception of IDEA Staff Responsible for Monitoring: Danise Webb, School Counselor Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase social media presence Strategy's Expected Result/Impact: Increase visibility into school climate and culture Staff Responsible for Monitoring: Student Enrollment Coordinator	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 by 10% points in comparison to the 21-22 SY.

Performance Objective 2: By June 2022, the percentage of families that attend a family and community engagement event increase by ten percentage points as compared to previous year.

Evaluation Data Sources: Event attendance trackers
Family engagement tracker






Strategy 1 Details	Reviews			
Strategy 1: Create monthly family engagement plan Strategy's Expected Result/Impact: Increase variety of opportunities for parent engagement Staff Responsible for Monitoring: Danise Webb, School Counselor Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement Student-led Conference during Report Card Night Strategy's Expected Result/Impact: Increase parent awareness of student performance and ways they can support at home Staff Responsible for Monitoring: Shondrah Dillworth, Assistant Principal Title I: 4.2	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 by 10% points in comparison to the 21-22 SY.

Performance Objective 3: By June 2022, students will engage in at least 100 minutes of physical activity per week as measured by minutes allotted in master schedule to physical education.

High Priority

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Use heart rate monitors to collect data on student activity levels and duration Strategy's Expected Result/Impact: Increase student physical activity Staff Responsible for Monitoring: Rabb Wolfe, PE Teacher Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1
Bria Lofton	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums