# 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
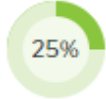
**Goal 1:** IDEA Achieve achieves an A Rating

**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** |
| **Strategy 1:** Writing Workshops: | **Oct** | **Jan** | **Mar** | **June** |
| 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% | | |
| | 0% No Progress   100% 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** First Teach | **Formative** | | | **Summative** |
| * Inquiry<br>* Real World Connections - Conceptual and Procedural Understanding | **Oct** | **Jan** | **Mar** | **June** |
| * Independent Practice<br>* Scholar Discourse<br>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.<br><br>    **Strategy's Expected Result/Impact:** Scholars will reach 80% mastery in each TEKS and track their progress on their tracker weekly<br>    **Staff Responsible for Monitoring:** Giovanni Outram<br><br>    **ESF Levers:**<br>    Lever 5: Effective Instruction | 50% | 70% | | |
| 0% No Progress | 100% 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Strategy: Vocabulary Direct Teaching | **Formative** | | | **Summative** |
| 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.<br><br>Strategy: Frayer Models<br><br>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.<br>    **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.<br><br>    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.<br>    **Staff Responsible for Monitoring:** Jamila Young | **Oct** | **Jan** | **Mar** | **June** |
| | 100% | 100% | 100% | |
| | 0% No Progress | 100% 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Strategy: Schedule Management: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| 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.<br>    **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.<br>    **Staff Responsible for Monitoring:** Amber Sanders | 100% | 100% | 100% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Strategy: Regular Monitoring & Reporting: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| 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.<br>    **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.<br>    **Staff Responsible for Monitoring:** Amber Sanders<br><br>    **TEA Priorities:**<br>Build a foundation of reading and math | 30% | 65% | | |

| | | | | |
|---|---|---|---|---|
| | 0% No Progress | 100% 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Consistency in execution of inclusion and resource minutes with consistent communication between classroom teachers and sped department. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
|     **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.<br>    **Staff Responsible for Monitoring:** Savannah Hunter<br><br>    **TEA Priorities:**<br>Build a foundation of reading and math | 25% | 75% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Strategy: Test-Taking Skill Development: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| Detail: Explicitly teach and practice test-taking strategies, including time management, question analysis, and relaxation techniques.<br>    **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. | 25% | 60% | | |

| 0% No Progress | 100% 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Strategy: Weekly Scholar Work Analysis: | **Formative** | | | **Summative** |
| 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. | **Oct** | **Jan** | **Mar** | **June** |
| | 20% | 80% | | |
|    **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 | | | | |
| 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:** Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Strategy: Safety Training for Staff: | **Formative** | | | **Summative** |
| 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. | **Oct** | **Jan** | **Mar** | **June** |
| | 100% | 100% | 100% | |
| | 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:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))<br>Strategy: GRPI Model for Family Engagement Events:<br><br>Detail:<br>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.<br>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.<br>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.<br>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.<br><br>    **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.<br><br>    **Funding Sources:** Chart Paper, Table Cloth, Pens, Markers - Title I, Part A (4120) - $1,500 | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| | 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 | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Schedule, plan and train staff to deliver curriculum well before deadline. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** 100% compliance | | **Oct** | **Jan** | **Mar** | **June** |
| | | 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Set Clear Goals<br>Track Progress<br>Celebrate Goals with Teacher vs Student Activity | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increase Attendance and Meet MVPA minutes<br>    **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 | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Strategy: Recognition of Good Attendance:<br><br>Detail: Implement a system of recognition for good and improved attendance. This could be certificates, positive notes home, special privileges, or school-wide announcements.<br><br>    **Strategy's Expected Result/Impact:** Expected Result/Impact: Recognition can motivate students and parents to prioritize attendance, contributing to a 95% attendance rate.<br>    **Staff Responsible for Monitoring:** Christy Timmons | | **Formative** | | | **Summative** |
| | | Oct | Jan | Mar | June |
| | | 25% | 100% | 100% | |

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

| | 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.

   **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.<br>**Strategy's Expected Result/Impact:** Staff is clear on their development | | **Formative** | | | **Summative** |
| | | Oct | Jan | Mar | June |
| | | 30% | 70% | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Increase opportunities for staff development differentiation<br>**Strategy's Expected Result/Impact:** Staff continious growth increase school and organization loyalty.<br>**Staff Responsible for Monitoring:** Giovanni Outram | | **Formative** | | | **Summative** |
| | | Oct | Jan | Mar | June |
| | | 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 | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** High Quality Candidates hired | | | **Oct** | **Jan** | **Mar** | **June** |
| | | | 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Strategy: Enhanced Outreach and Communication: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| 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.<br>    **Strategy's Expected Result/Impact:** Expected Result/Impact: Greater community awareness of the school's strengths can attract more families and increase student enrollment. | 25% | 45% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Strategy: Parent and Student Testimonials: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| 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.<br>    **Strategy's Expected Result/Impact:** Expected Result/Impact: Positive testimonials can build credibility and attract more students, contributing to increased enrollment. | 50% | 75% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Strategy: Collaborations with Local Pre-Schools and Daycares: | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| 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.<br>    **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. | 30% | 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 | 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 |