

**IDEA Public Schools**  
**Achieve College Prep**  
**2023-2024 Improvement Plan**

**Public Presentation Date:** September 7, 2023

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IDEA Achieve College Prep is a charter school in the heart of Haltom City, TX with Grades 6-9. We stand at 406 students. We are 1 of 4 campuses of IDEA Tarrant County and the only school outside of the Fort Worth district, but very close in proximity. We are school that offers many special programs for all students. We offer a variety of athletics, Special Education, and advanced curriculum to include, but not limited, to Pre-AP and AP courses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to recruit and retain students on our campus, approximately 14% choose to leave. **Root Cause:** 1. Lack of competitive programming in comparison to surrounding schools. 2. Scholars live more than 8 miles from the school, creating transportation issues.

**Problem Statement 2 (Prioritized):** The SPED and 504 Students score significantly less than others on mastery exams. **Root Cause:** 1. Lack of collaboration between TOR and SPED teacher on lesson planning. 2. Lack of teacher training on creating SPED accommodations for daily lessons for students.

# Student Learning

## Student Learning Summary

At December of 2022, Achieve College Prep was predicted to score a D Rating from Semester Exam results. By Mock exams, our students showed a 10-20 point increase in overall performance. At the end of the year our results from the previous year EOC are as follows, that lead to an overall rating that has not been determined yet. We hope the results of 6-8 ELA and 6-7 Math increase the achievement averages to reach the A rating by August 11th. The significant area of improvement post STAAR redesign lies in the masters achievement category.

## March Mock Data

### Math

Grade	Passing Score	Achievement Average
6 MATH	82/43/16	47
7 MATH	46/37/7	30
Algebra	67/12/1	27

Grade	Passing Score	Achievement Average
Bio	78/29/1	36
US History	67/48/17	44

### ELA

Grade	Passing Score	Achievement Average
6 ELA	46/23/3	24
7 ELA	45/20/3	23
8 ELA	65/43/8	39
9 English 1	68/40/0	36

## STAAR EOC Data

Biology EOC 96/75/24

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** There is a need for streamlining instructional practices on campus so that students are practicing at the same level of rigor with access to differentiation.

**Root Cause:** 1) Lack of academic vision and agreement from leadership/region on which processes/systems will best support development 2) Lack of streamlining for the vision of differentiation in the classroom such as small group pull-outs, push-ins, and use of tools or strategies.

**Problem Statement 2 (Prioritized):** There is a need to redesign the ways in which we support special education and EB scholars across contents **Root Cause:** 1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting accommodations

**Problem Statement 3:** There is a need to streamline data-driven instruction through monitoring and accountability to invest stakeholders in big goals **Root Cause:** 1) Lack of consistent systems to track and monitor daily data, interim data, and benchmarks by leaders and teachers 2) Lack of consistency for student accountability in monitoring progress and tracking progress toward meeting growth goals

# School Processes & Programs

## School Processes & Programs Summary

Our campus has a total of 3 Instructional Leaders, broken up into 3 groups: ELAR, Humanities, Math, CSI, SPED, and Science and Electives (PE, Art, Spanish). Each instructional leader manages two groups of content. The leadership team develops skills through weekly Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to follow the entire coaching cycle with their entire caseload. Professional development is held every Tuesday afternoon. The leadership team will determine our PD's from our weekly instructional coaching meetings, where we spar on trends we see, as well as the use of instructional rounds to norm on what we need to do as a team to move our campus forward. We use observations, lesson rehearsals, student work analysis meetings, and data tracking to support powerful teaching.

## School Processes & Programs Strengths

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 16 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

### Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 4 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

### SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average

- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a need for a clear schoolwide vision of addressing culture in the school, classrooms, and responding to behaviors. **Root Cause:** 1. Lack of consistently executing routines and procedures to maximize the learning time. 2. Lack of consistent and least invasive positive reinforcements.

**Problem Statement 2 (Prioritized):** There is a need for more parent engagement and parent communication. **Root Cause:** 1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.



# Perceptions

## Perceptions Summary

All family engagement events are planned out during the summer. Our team plans a minimum of two events per month. Our operations team hosts several Welcome to IDEA events to ensure new families are onboarded properly. Communication for these events goes out to families via STREAM, Remind, Parent Weekly, and flyers during carline in a timely manner. Two surveys are conducted throughout the year to allow families and scholars to provide feedback regarding our school's performance. Parent participation still remains below 50%.

## Perceptions Strengths

Communication is one of our strengths as a campus. Based on our Panorama survey we scored a 4.3 out of 5 on school communication.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students are withdrawing at high rates and due to campus culture concerns. **Root Cause:** 1. There is inconsistent follow through on a discipline matrix system from Day 1 until final day of the school year, so teachers and students are unclear on consequences for behaviors. 2. Students feel they can choose which adults to respect and which not to due to lack of consistency from classroom to classroom.

**Problem Statement 2 (Prioritized):** Teacher retention has declined from the previous year **Root Cause:** 1. There was a lack of staff communication with enough time to make plans and adjustments. 2. There was inequitable and inconsistent coaching and support from teacher to teacher leaving some feeling unsupported.

# Priority Problem Statements

**Problem Statement 1:** The SPED and 504 Students score significantly less than others on mastery exams.

**Root Cause 1:** 1. Lack of collaboration between TOR and SPED teacher on lesson planning. 2. Lack of teacher training on creating SPED accommodations for daily lessons for students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a need to redesign the ways in which we support special education and EB scholars across contents

**Root Cause 2:** 1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting accommodations

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need for a clear schoolwide vision of addressing culture in the school, classrooms, and responding to behaviors.

**Root Cause 3:** 1. Lack of consistently executing routines and procedures to maximize the learning time. 2. Lack of consistent and least invasive positive reinforcements.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need for more parent engagement and parent communication.

**Root Cause 4:** 1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students are withdrawing at high rates and due to campus culture concerns.

**Root Cause 5:** 1. There is inconsistent follow through on a discipline matrix system from Day 1 until final day of the school year, so teachers and students are unclear on consequences for behaviors. 2. Students feel they can choose which adults to respect and which not to due to lack of consistency from classroom to classroom.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Teacher retention has declined from the previous year

**Root Cause 6:** 1. There was a lack of staff communication with enough time to make plans and adjustments. 2. There was inequitable and inconsistent coaching and support from teacher to teacher leaving some feeling unsupported.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a need to recruit and retain students on our campus, approximately 14% choose to leave.






**Root Cause 7:** 1. Lack of competitive programming in comparison to surrounding schools. 2. Scholars live more than 8 miles from the school, creating transportation issues.

**Problem Statement 7 Areas:** Demographics

# Goals






**Goal 1:** All IDEA students matriculate to college

**Performance Objective 1:** College Prep Average PSAT score of 1150 or better by end of Sophomore year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in district assessments</p> <p><b>Staff Responsible for Monitoring:</b> API for Algebra API for English</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1:** All IDEA students matriculate to college

**Performance Objective 2:** 100% of graduates meet TSIA college readiness benchmark in English I, English II, Geometry, and Algebra II.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in district assessments</p> <p><b>Staff Responsible for Monitoring:</b> API for Algebra API for English</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2:** IDEA achieves an A Rating

**Performance Objective 1:** Students in 6th - 10th grade performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 69% to 75% in Spring 2024 for reading(HB3)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional learning on reading strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in the number of "meets" on common assessments and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> API Reading Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






**Goal 2:** IDEA achieves an A Rating

**Performance Objective 2:** Students in 6th - 10th grade performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 60% in Spring 2024 for reading(HB3)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional learning on math strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in the number of "meets" on common assessments and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> API Math Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** IDEA achieves an A Rating

**Performance Objective 3:** 100% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, speak, listen within the 70 minute lesson block.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in the number of A.A. and Emergent Bilingual reach "Meets" on common assessments and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> API Reading API Math Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** IDEA achieves an A Rating






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive intervention for subject they underperformed in on STAAR/EOC during their intervention or academic block.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of scholars will increase their scores in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Teachers API Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** IDEA achieves an A Rating

**Performance Objective 5:** 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inclusion teachers will use a co-teach model to ensure that students receive the appropriate accommodations and interventions in an effective manner.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase assessment scores in SPED population.</p> <p><b>Staff Responsible for Monitoring:</b> APIs Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 2:** IDEA achieves an A Rating

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

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

**Goal 3:** Increase student persistence






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow school and district guidelines regarding safety with fidelity. Assistant Principal of Operations to ensure proficiency ratings on all safety drills and measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Our school will increase in persistence and all safety audits will be proficient or higher.</p> <p><b>Staff Responsible for Monitoring:</b> APO Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Increase student persistence






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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School will ensure timely communication to families regarding school events to promote family engagement and attendance. A calendar of events will be created and shared with families on a monthly basis using multiple platforms.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School will increase the parent and family participation at school wide events by 10% from last school year in order to create stronger school to home participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent participation will result in increased student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, social worker, counselors, teachers, staff</p> <p><b>Funding Sources:</b> Paper, pens, posters, translation devices, highlighters, table cloths, - Title I, Part A (4120) - \$1,795</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 3:** Increase student persistence

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will deliver the curriculum during FWOS culture lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will understand how to be safe in the community and online. There will also be a decrease in bullying with students.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Increase student daily attendance

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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow the ADA matrix and make phone calls/home visits based on ADA tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student ADA to meet goal.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar Lead Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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

**Performance Objective 2:** 100% of students from 6th-12th grade meet their MVPA minutes goal of 30 minutes per day. (TEC 11.253(d)(10))

**High Priority**






**Evaluation Data Sources:** MVPA minutes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase incentives for MTW and PE Ambassadors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will see the increase in bringing joy and incentives in the programs and have a higher desire to attend school.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teacher Lead Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Increase staff retention

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

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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement scores should increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</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 5:** Increase staff retention

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit and hire high quality candidates per role by using high quality resume criteria and starting the recruitment process earlier in the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved pool of candidates for vacancies</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct and complete stay conversations with teachers and staff in the Spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Staff Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Paper, pens, posters, translation devices, highlighters, table cloths,		\$1,795.00
<b>Sub-Total</b>					\$1,795.00
<b>Budgeted Fund Source Amount</b>					\$1,795.66
<b>+/- Difference</b>					\$0.66
<b>Grand Total Budgeted</b>					\$1,795.66
<b>Grand Total Spent</b>					\$1,795.00
<b>+/- Difference</b>					\$0.66