

IDEA Public Schools
Alamo Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 23, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Demographics Strengths

B rated campus

95% student persistence

Strong school safety

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Successes

Pending STAAR scores

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

Student Learning Strengths

Campus Mechanisms for Improving Instruction:

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

Data Tracking:

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: Less than 90% new student persistence

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student daily attendance below 97% target

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: Perceptions

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

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

Problem Statement 7 Areas: Perceptions

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

Root Cause 8: Teachers do not receive PD to better support our students' social and emotional needs in the classroom.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teachers lack pedagogy knowledge in the classroom.

Root Cause 9: Teachers receive a lot of PD around lesson planning and content but there is a lack of development in classroom pedagogy.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

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

Goals







Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: ACT scores

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

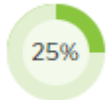





Student Learning
<p>Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. Root Cause: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support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

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: TSI scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group instructional support to 100% of seniors before taking the TSI exam. Strategy's Expected Result/Impact: Weekly benchmarks met. Staff Responsible for Monitoring: Interventionist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: IDEA achieves an A Rating






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

High Priority

HB3 Goal

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources during parent meetings to improve student achievement.</p> <p>Strategy's Expected Result/Impact: 100% of parents are provided with higher comprehension questions and have access to Ren Star reports.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Materials and Resources for Parents to do hands on with students during the events. - Title I, Part A (4120) - \$1,583.70</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

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



Goal 2: IDEA achieves an A Rating

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Ren Star data to guide instruction and small group intervention support.</p> <p>Strategy's Expected Result/Impact: 70% of students end the school year on or above grade level in math as measured by Ren Star,</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction overseeing Math</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parental involvement programs to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Parents can read and understand Ren Star reports and support their children during home activities increasing achievement.</p> <p>Staff Responsible for Monitoring: School Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - Title I, Part A (4120) - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

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

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

School Processes & Programs

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

Perceptions









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

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

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: TELPAS assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students,</p> <p>Strategy's Expected Result/Impact: All four language domains evident in weekly lesson plans and evaluated weekly, reported to API to analyze during each weekly PTG data analysis.</p> <p>Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create professional development sessions by quarter that target EB strategies for all staff who teach EB students.</p> <p>Strategy's Expected Result/Impact: Staff understand, utilize, and assess bilingual strategies and student growth through Imagine Learning and Flipgrid as evidenced by Teachboost ratings.</p> <p>Staff Responsible for Monitoring: EB Point Person</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:






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

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Locus HB4545 dashboard, campus tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: HB4545 students attend tutorials afterschool or during school to close academic gaps during tutoring and pull out groups.</p> <p>Strategy's Expected Result/Impact: 100% of HB4545 students meet the required minutes by EOY.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction (content-based)</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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Performance Objective 4 Problem Statements:







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

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: campus data tracker, STAAR scores

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









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

High Priority

Evaluation Data Sources: District assessments using Locus

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: Achieve a 90 60 30 in approaches, meets, and masters by the STAAR testing</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction for Math and ELA</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate wins along the way on a bi-weekly, monthly, and quarterly basis through campus wide incentives, pep-rallies, walks of fame, and ceremonies.</p> <p>Strategy's Expected Result/Impact: ADA is met, EOY Persistence, and Parents rate school a great place to learn.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 6 Problem Statements:

Demographics

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

Student Learning

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

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

Perceptions

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







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

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus safety scorecard dashboard

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly Campus Crisis Team meetings Strategy's Expected Result/Impact: Track attendance and SRP drill compliance Staff Responsible for Monitoring: APO Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				



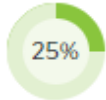

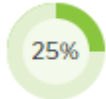

Performance Objective 1 Problem Statements:

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

Goal 3: Increase student persistence

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all events have communication translated into Spanish to increase engagement and participation. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 4.2 Problem Statements: Perceptions 1 Funding Sources: Amazon: Translation devices - Title I, Part A (4120) - \$750</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Positive parent communication accountability on a weekly basis during tactical and manager check ins. Strategy's Expected Result/Impact: >90% parent rating on school surveys Staff Responsible for Monitoring: School Counselor and GTLS</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: Increase parental involvement and student persistence Staff Responsible for Monitoring: School Counselor, APO, and Principal</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

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

School Processes & Programs

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

Perceptions







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

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

Goal 3: Increase student persistence

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

Evaluation Data Sources: District Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to staff to roll out SEL curriculum effectively</p> <p>Strategy's Expected Result/Impact: Timely identification, response, and reporting of incidents, bullying, conflict resolution prevention.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:






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

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly celebrations of students that have met IHT goals. Strategy's Expected Result/Impact: Monthly benchmarks met and incentive plan followed. Staff Responsible for Monitoring: PE Coach</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







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

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Locus Dashboard and escalation matrix follow through

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly parent communication via REMIND regarding campus trends around attendance escalation matrix, ADA incentives, punctuality, and early releases.</p> <p>Strategy's Expected Result/Impact: Increase awareness around attendance by a decrease of daily family calls.</p> <p>Staff Responsible for Monitoring: Campus principal</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Student daily attendance below 97% target Root Cause: Lack of leader ownership for ADA processes and lack of consistency in mechanisms to follow through on ADA accountability.</p>
Perceptions
<p>Problem Statement 2: Parents do not have students participate in school events. Root Cause: School communication is not done with enough time and parents are not connected to school wide communication systems.</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.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle and coaching cycle.</p> <p>Strategy's Expected Result/Impact: 100% completion of SDC cycle 100% of staff get coaching through coaching cycle on a weekly through tri-weekly schedule.</p> <p>Staff Responsible for Monitoring: Principal will review expectations during check ins.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Lead team will create opportunities to celebrate and recognize teachers and OPs through out the year.</p> <p>Strategy's Expected Result/Impact: Increase staff retention.</p> <p>Staff Responsible for Monitoring: Lead team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</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>				

Performance Objective 1 Problem Statements:

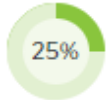





Student Learning
Problem Statement 2: Special education services are not yielding results for 3rd-5th grade students. Root Cause: Lack of ownership from all stakeholders is causing a gap in how we track and respond to data for our SPED students to identify correct support systems, and in class support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

Goal 5: Increase staff retention

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

High Priority

Evaluation Data Sources: Jobvite

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. Strategy's Expected Result/Impact: 85% teacher retention Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

Campus Funding Summary

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