

IDEA Public Schools
Brownsville Academy
2023-2024 Campus Improvement Plan



Board Approval Date: September 16, 2023
Public Presentation Date: August 24, 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.

Fostering a Community of Lifelong Learners

IDEA Brownsville Academy will foster opportunities for parents, students, and staff to become a community of lifelong learners. Bobcats will learn to articulate their emotions and academic needs as well as support each other through encouraging acts of kindness and open communication. IDEA Bobcats will participate in a school community built on three pillars:

Love of Learning

Continuous Improvement

School Connectedness

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**

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We bring **Joy**
We **Sweat the Small Stuff**

We believe that:â€œ Character & Cultural Competence Build Great Citizensâ€œ, Responding to Diverse Needs Promotes Equityâ€œ, Reflective
Decisions Drive Continuous Improvement.

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary

IDEA Brownsville Academy is part of the IDEA Public Schools open charter school district. Our campus was founded in 2012 and serves students from kinder through 5th grade. Our approximate enrollment is 690 students: 47% males and 52% females. The demographics in our campus is comprised of the following: 59% at-risk, 68% special education, 76% economically disadvantaged, 51% emergent bilinguals, 95.4% Hispanic, 3.7% white, 1% African-American, and 3 other groups with less than 1% population. Our new students are selected through lottery in February after the registration period that runs from September to January.

The average daily attendance for IDEA Brownsville Academy for the 22-23 school year was 92%. Mobility rate is less than 5%. Our discipline records show a total of 57 incidents out of which 34 were out of school suspensions and 23 were in-school suspensions. Our total student attrition was 91 students, equal to 13%.

The average number of student to teacher ratio is 27. Our staff is comprised of 23 full-time teachers (8 males and 26 females) and 13 co-teachers along with 2 RISE units (lifeskills) serving students K-5. Close to 55% of the staff has been teaching between 6-10 years and 19% have taught less than 5 years. The majority of the staff identifies Hispanic (84%) and 14% white. Students in grades 1st-5th have a teacher per subject, while only kindergarten is self-contained. Our teacher retention is 86%. While not all teachers are certified, they all hold a four-year degree and 4% hold a masters. Ten out of thirteen co-teachers hold a bachelors degree while the other 3 hold an associates.

Among the different supplemental programs offered are a bilingual program for transitional late exit, ESL services, Special Education, and an After School Program including tutorial, sports, dance, cheer, music, art, chess, and coding classes. There are multiple student clubs specific to age groups.

Demographics Strengths

Staff retention rates have been steadily over 85% for the past 4 years.

All ELA/RLA teachers got SIOP trained by bilingual experts.

Equity in after school programs offered in K-5.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers' are prioritizing scope and sequence over student needs. **Root Cause:** Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Problem Statement 2 (Prioritized): Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. **Root Cause:** Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Problem Statement 3 (Prioritized): Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause:** Opportunities to overcommunicate were not leveraged.

Student Learning

Student Learning Summary

Student progress at IDEA Brownsville Academy as evidenced by the latest state accountability ratings shows an increase from an ___ to a ___ score with 100% participation rate. Our student achievement score is currently pending for state exams. With a total of ___ tests we earned ___ points for school progress placing us at a ___ out of 100. We also scored ___/100 in closings the gaps meeting the targets for every major group in our school demographics including ___ % of our English Language Learners making at least one year progress in TELPAS.

For our non-state assessed curriculum, we performed as follows:

Grade	Wit & Wisdom FE	BAW FE	Eureka Math FE	Science FE	Social Studies FE
Kinder	86 83 49		97 90 54	97 87 48	100 93 62
1st	100 100 100		97 75 32	95 85 60	88 77 49
2nd	96 90 74		93 78 50	98 85 31	85 69 26
3rd	48 3 1 (ME)	93 65 34	81 47 15 (ME)	68 22 4	97 77 47
4th	71 41 19 (ME)	88 66 48	74 38 17 (ME)	98 91 64	99 92 84
5th	80 45 19 (ME)		82 48 20 (ME)	73 40 12 (ME)	98 93 85

Our RenSTAR data showed that the campus data showed growth from BOY to EOY in 1st and 4th grade for Reading and in 2nd, 3rd, and 4th grade for Math. Even though certain grade levels showed growth, growth was minimal and not aligned with district/state exams or other progress measure programs.

Exam (BOY to EOY)	1st	2nd	3rd	4th	5th
Reading (BOY EOY)	33% 57%	45% 42%	41% 28%	41% 42%	48% 34%
Math (BOY EOY)	53% 52%	48% 55%	54% 61%	55% 68%	66% 58%

Regarding our K-2 students, 91% of kinder, 90% 1st graders, and 88% of second graders ended the school year on or above grade level according to our district curriculum guidelines and DIBELS testing. Math assessments demonstrate that at least 50% of our students ended the year on or above grade level and the rest need additional support in preparedness for the next grade level.

Our retention rate for the 21-22 school year was less than 1% and all students are currently placed in RtI.

As we embark in the 23-24 school year, we will continue to collect data through the use of:

- Ren Star
- Panorama Results
- STAAR/TELPAS
- Grades
- RtI progress monitoring
- HB 4545 tracker

Student Learning Strengths

- Students receiving RtI throughout the year qualified for special education referral or continued with interventions for the 2nd quarter.
- Students in 2nd-5th grade received math intervention to close gaps using I-ready Math beginning quarter 1 using RenSTAR data. As a result, we saw an improvement in the percent of students on track in 3 out of the 4 grade levels.
- *The use of Imagine Learning software has proven to help close gaps by at least a school year with regular use and monitoring. RenSTAR data was used to create individualized playlists on Imagine Learning at each progress monitoring point for CSI students. As a result, 68% of CSI students showed growth of 2 years or more.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause:** Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Problem Statement 2 (Prioritized): Teachers are unclear about the RTI process (What to do when/how long) **Root Cause:** Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

School Processes & Programs

School Processes & Programs Summary

Our campus has a "leader in training" (LIT) program that allows teachers to practice and implement leadership skills by joining administration during instructional rounds, work on organizing time and tasks, identify root causes for instructional gaps, and master their craft in teaching. For all existing leaders there is a scope and sequence that is followed throughout the year providing ample opportunities for unpacking, practice and feedback of skills needed to perform leadership and coaching tasks.

Professional development is created based on campus trends and categorized into three: awareness, understanding and application. Each category or pathway, provide teachers opportunities to become proficient in one area. For example, in the awareness pathways teachers gain actionable skills around building relations, behavior, social emotional well-being, & classroom management. Staff interested in developing foundational understanding of a focus instructional area such as building background, making connections, activating prior knowledge, enhancing vocabulary skills in any content participate in the understanding pathway. Staff interested in engaging in personalized coaching and explore concepts of building strategies for striving learners: special populations including, but not limited to, special education, English learners, 504, RtI and other participate in the application pathway. When data yields specific areas of concern, we push that strategy to one of the three pathways to ensure staff receives the training they need in a timely manner.

To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed to allow for creativity and autonomy in HOW they conduct business while we are clear about the WHAT needs to get done.

Included in the master schedule is Move This World, a social-emotional curriculum paired up with Respect, Obey, Act Responsibly, Ready to Learn: R.O.A.R adapted from PBIS to encourage students to make the right choices at all times. Our school has posters located in centralized areas promoting R.O.A.R. and IDEA 55. Mindful strategies are provide to learners so they can apply them during classes, recess, or intervention time. Tech is provided 1:1 in grades 3-5 and a computer-on-wheels for grades K-2.

Curriculum meetings are held every year to equip parents with tools necessary to support their children during the course of the year.

Restorative discipline approaches are utilized when possible allowing staff to collaborate and communicate common areas of concern using Kickboard, and ABC strategies. All students' discipline is monitored through a positive approach earning points for following R.O.A.R.

Every Monday there is a PowWow celebration in which all Bobcats receive school recognition for their attendance, choices, academic performance, and physical activity accomplishments.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts, ballroom dance, folkloric dance, hip hop dance, coding, gaming, guitar (music) Monday thru Friday free of charge.

Campus operating mechanisms include constant progress monitoring of all populations to ensure a love of learning and continuous improvement are in place. Bobcats are supervised at all times during recess and lunch breaks. Cameras are located in every hallway for additional supervision. All doors remain locked throughout the school day.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.

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).
- IDEA has begun a dyslexia training for leaders through cohorts.
- 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 3.7/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 3.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 3.8/5 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): Gaps in communication across all departments and stakeholders lead to family disengagement. **Root Cause:** Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.

Problem Statement 2 (Prioritized): Staff underutilizing resources provided and communication tools. **Root Cause:** Manager accountability and feedback.

Problem Statement 3 (Prioritized): Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques **Root Cause:** Insufficient training for teachers to help address emotional problems and improve student achievement

Perceptions

Perceptions Summary

Families that apply to IDEA Brownsville are in search of a structured learning environment that focuses ideally on Going To and Thru College. Our classrooms are structured in such a manner that all students receive the highest level of education possible that ensures a conducive environment for our scholars to grow and interact with one another. As part of our incentive system that will be implemented our Bob-ee store will continue to transpire as a part of our behavior/discipline management system using the Kickboard platform.

Onboarding one to one sessions are scheduled for all families who do not attend our school-wide Welcome to IDEA event in May. Our enrollment coordinator, Magdiel Martinez. During the onboarding, parents will receive a Parent Playbook, one-to-one session around expectations, how WE communicate with families, and logistical information to ensure a smooth first day of school and academic school year. Parents also meet with the grade level administrator in charge of their child's grade and with the school principal. All other departments such as transportation, health station, cafeteria, and after school programs make contact with the parent to offer services and answer questions.

Our staff retention was 88.24% (one). All new staff members are partnered up with a mentor and receive weekly coaching by their manager, expert in the content they teach, and a 30/60/90 plan for check ins as the year progresses. Staff mediation occurs with the campus principal if needed. Teachers have chosen to leave the organization due to class sizes, lack of home/work life balance, and salary equality in surrounding school districts.

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 TEAMS app as their main source of campus communication amongst staff. TEAMS has been divided into relevant channels to best organize the work teachers do. We adjusted their planning time so that they could have additional time to plan, contact families, and keep up with all of the demands of the district/campus. We have seasonal scavenger hunts and team builders off campus

SandraStaff absences have increased in the last couple of years, but only out of 37 staff members exhausted their 10 local/state days during the year.

According to our Great Places to Work Survey, 76.7% of staff strongly agree that they work in a great place at IDEA Brownsville.

Parent participation rates are measured via sign-in sheets for every event hosted. We also note viewing from our Facebook posts and responses and reaction to REMIND messages. During parent survey season, we notify teachers of percentage acquired per class of returned surveys. Our current situation does not allow for the amount of parent participation we would like, but on average we get over 70% of our families engage in every event. During our meet the teacher this year, 75% of families attended. During our Welcome to IDEA event in May, 80% showed up in person.

We headed up Grandparent's Day (K-5), Christmas events (Kinder & 3rd), Winter Festival (K-12), Sombrierito Fest (K-5), Sweet Celebration (K-5), Talking Museum (1st grade), K & 5 Graduation Ceremonies, 1-4 EOY Completion ceremonies to involve family members.

Perceptions Strengths

- *100% staff trained and responsive to safety measures (CCT monthly meetings)
- *Facebook live and Parent Weekly to showcase our campus, cheer teams, and Bobcats of the Week
- *Dress Up Days for attendance trends(based on previous years data)
- *After school program activities/clubs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Panorama family engagement survey results declined by over 1% per category as compared to last year. **Root Cause:** Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Problem Statement 2 (Prioritized): Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause:** Teachers do not have skill set to manage competing duties outside of planning and grading.

Problem Statement 3: Limited extracurricular and enrichment activities offered throughout the school year. **Root Cause:** After School Programs were not proactively planned around funding and staffing.

Priority Problem Statements

Problem Statement 1: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions.

Root Cause 1: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops.

Root Cause 2: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers are unclear about the RTI process (What to do when/how long)

Root Cause 3: Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers' are prioritizing scope and sequence over student needs.

Root Cause 4: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Panorama family engagement survey results declined by over 1% per category as compared to last year.

Root Cause 5: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions.

Root Cause 6: Teachers do not have skill set to manage competing duties outside of planning and grading.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Family investment in academics and parental involvement activities are limited throughout the school year.

Root Cause 7: Opportunities to overcommunicate were not leveraged.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Gaps in communication across all departments and stakeholders lead to family disengagement.

Root Cause 8: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Staff underutilizing resources provided and communication tools.

Root Cause 9: Manager accountability and feedback.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques

Root Cause 10: Insufficient training for teachers to help address emotional problems and improve student achievement

Problem Statement 10 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

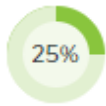





Revised/Approved: June 2, 2023

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

Evaluation Data Sources: CP Trackers where official and practice test scores are tracked

Strategy 1 Details	Reviews			
Strategy 1: Use morning announcements to share "word of the day" and build students' vocabulary knowledge. Strategy's Expected Result/Impact: Improved vocabulary scores in practice ACT tests. Staff Responsible for Monitoring: College Counseling Team Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: CCMR Trackers that keep track of TSI scores and contents that each student has mastered

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly target goals through the use of supplementary software. Strategy's Expected Result/Impact: Weekly benchmarks met. Staff Responsible for Monitoring: Interventionist 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 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

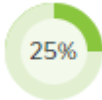
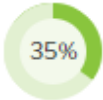
Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. Root Cause: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 54% to 56% in Spring 2024 (HB3)

- High Priority
- HB3 Goal
- Evaluation Data Sources: Formative assessment data from Locus dashboard

Strategy 1 Details	Reviews			
Strategy 1: Provide data driven instruction by our interventionist based on Ren Star data, DIBELS, and Imagine Learning . Strategy's Expected Result/Impact: 9/9 students identified as below grade level end the year with 1.5 years growth as measured by Ren Star. Staff Responsible for Monitoring: Interventionist Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Hotspot Facilitator - Title I, Part A (4120), Interventionist - Title I, Part A (4120)	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources during parent meetings to improve student achievement. Strategy's Expected Result/Impact: 100% of parents are provided with higher comprehension questions and have access to Ren Star reports. Staff Responsible for Monitoring: Campus Principal Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1 Funding Sources: Resources for parent nights - Title I, Part A (4120) - PAR - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-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)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from Locus dashboard

Strategy 1 Details	Reviews			
Strategy 1: Use Ren Star data to guide instruction, small group intervention support, and parent investment. Strategy's Expected Result/Impact: 80% of students end the school year on or above grade level in math as measured by Ren Star and families understand how to read the reports. Staff Responsible for Monitoring: Assistant Principal of Instruction overseeing Math Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 Funding Sources: Interventionist - Title I, Part A (4120), Hotspot Facilitator - Title I, Part A (4120), Materials & manipulatives for parent curriculum night - Title I, Part A (4120) - PAR - \$500	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%	<div><div></div></div> 50%		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. Root Cause: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. Root Cause: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.

Demographics

Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. **Root Cause:** Opportunities to overcommunicate were not leveraged.

Student Learning

Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause:** Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

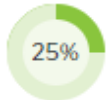



Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause:** Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.







Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Summit K-12 usage reports, Imagine Learning playlists' progress

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students, 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. Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Headphones and Resources for Bilingual Parents - Title I, Part A (4120) - \$908.67	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create professional development sessions by quarter that target EB strategies for all staff who teach EB students. 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. Staff Responsible for Monitoring: Campus Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide parents with resources and translation devices during family engagement nights. Strategy's Expected Result/Impact: Increased student persistence and parent strategies to promote second language acquisition Staff Responsible for Monitoring: EB Coordinator Title I: 2.4, 4.2 Problem Statements: Demographics 3 - Perceptions 1 Funding Sources: Headphones and resources for bilingual - Title I, Part A (4120) - PAR - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

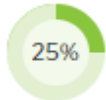







Demographics
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. Root Cause: Teachers require feedback during instructional observations and lesson planning to improve EB achievement. Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. Root Cause: Opportunities to overcommunicate were not leveraged.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 PowerSchool progress reports, tutorial sign-in sheets, intervention rosters

Strategy 1 Details	Reviews			
Strategy 1: Implement a mandatory parent engagement program for all HB4545 students to close academic gaps. Strategy's Expected Result/Impact: 100% of HB4545 students meet the required minutes by EOY. Staff Responsible for Monitoring: Assistant Principal of Instruction (content-based) Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Interventionist - Title I, Part A (4120)	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold weekly attendance meetings to increase academic achievement and connect it to college acceptance rates. Strategy's Expected Result/Impact: Students with higher attendance (98%) perform higher in STAAR (meets or masters). Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

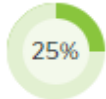

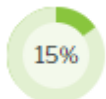

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. Root Cause: Opportunities to overcommunicate were not leveraged.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: formative assessment data (LOCUS), progress report meetings, Instructional rounds for SPED

Strategy 1 Details	Reviews			
Strategy 1: Adapt master schedule blocks to target special programs multiple times a day by both general education and special education staff. Strategy's Expected Result/Impact: SPED students are continuously monitored by all stakeholders and supported as evidenced by their formative assessments' scores. Staff Responsible for Monitoring: SPED Point of Contact Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a professional development pathway addressing struggling students' needs and effective instructional supports. Strategy's Expected Result/Impact: All stakeholders can articulate students' needs and growth plan, implement interventions, and assess progress. Staff Responsible for Monitoring: SPED Point of Contact Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. **Root Cause:** Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.

Student Learning

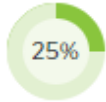

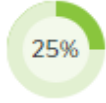





Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. **Root Cause:** Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause:** Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: District assessments using Locus

Strategy 1 Details	Reviews			
Strategy 1: Track each students' performance in domains 1-3 by using Locus dashboard and respond to data appropriately. Strategy's Expected Result/Impact: Achieve a 90 60 30 in approaches, meets, and masters by the STAAR testing Staff Responsible for Monitoring: Assistant Principal of Instruction for Math and ELA Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 1 Funding Sources: Interventionist - Title I, Part A (4120)	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrating milestone achievements quarterly. Strategy's Expected Result/Impact: Sustained usage of PBIS platform and Move this World. (Power Behavior) Staff Responsible for Monitoring: School Counselor Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 6 Problem Statements:

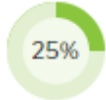







Demographics
<p>Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. Root Cause: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.</p> <p>Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. Root Cause: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.</p>
Student Learning
<p>Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.</p>
School Processes & Programs
<p>Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.</p> <p>Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques Root Cause: Insufficient training for teachers to help address emotional problems and improve student achievement</p>
Perceptions
<p>Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.</p>

Goal 3: 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))

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: Assistant Principal of Operations Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ongoing professional development for all staff. Strategy's Expected Result/Impact: 100% drill compliance and feedback to all staff within 24 hours. Staff Responsible for Monitoring: Assistant Principal of Operations 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 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
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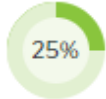





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. Root Cause: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.
Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. Root Cause: Teachers do not have skill set to manage competing duties outside of planning and grading.

Goal 3: 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))

Evaluation Data Sources: Panorama survey and quarterly parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Strategy's Expected Result/Impact: 1% increase in Panorama Results and FDOS surveys Staff Responsible for Monitoring: School Counselor Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Manager accountability of staff during check-ins for positive Wonderful Wednesday calls, backwards planning for monthly priorities, and quality of REMIND messages. Strategy's Expected Result/Impact: 1% increase in Panorama Results and FDOS surveys Staff Responsible for Monitoring: Performance managers Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. Root Cause: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 3: 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))

Evaluation Data Sources: District tracker

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

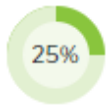





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. Root Cause: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques Root Cause: Insufficient training for teachers to help address emotional problems and improve student achievement

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Weekly celebration 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 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 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 1 Problem Statements:

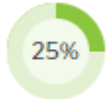
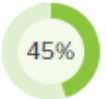






School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked-only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Locus Dashboard and escalation matrix adherence

Strategy 1 Details	Reviews			
Strategy 1: Weekly parent communication via REMIND regarding campus trends around attendance, punctuality, and early releases. Strategy's Expected Result/Impact: Increase awareness around attendance by a decrease of daily family calls. Staff Responsible for Monitoring: Campus principal Title I: 2.5, 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use weekly tactical to deep dive into the Escalation matrix. Strategy's Expected Result/Impact: Increase in 1% in attendance compared to the 22-23 school year. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. Root Cause: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. Root Cause: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Perceptions
Problem Statement 1: Panorama family engagement survey results declined by over 1% per category as compared to last year. Root Cause: Response rates were not tracked- only 1% of families responded to survey. This was difficult to track because survey was virtual.

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus dashboard

Strategy 1 Details	Reviews			
Strategy 1: Public tracking of student minutes Strategy's Expected Result/Impact: 100% of students meet their MVPA minutes by end of the year. Staff Responsible for Monitoring: College Prep PE Coach Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Family investment in academics and parental involvement activities are limited throughout the school year. Root Cause: Opportunities to overcommunicate were not leveraged.
School Processes & Programs
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.

Goal 5: 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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development\coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: 100% compliant within each round Staff Responsible for Monitoring: Performance manager Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers' are prioritizing scope and sequence over student needs. Root Cause: Teachers do not have the skills to differentiate beyond the scope provided by the district to meet individual needs.
Problem Statement 2: Staff lack of implementation and rollout of EL strategies with consistency post PD sessions. Root Cause: Teachers require feedback during instructional observations and lesson planning to improve EB achievement.
Student Learning
Problem Statement 1: Students need additional supports embedded in the school day to help close gaps than what the school is already providing, specifically for sub-pops. Root Cause: Teachers were unaware of program accessibility, how to read data provided, and were not given content-specific PD to address the gaps.

Student Learning

Problem Statement 2: Teachers are unclear about the RTI process (What to do when/how long) **Root Cause:** Teachers did not receive adequate trainings for RTI regarding when and how to refer a student, access to paperwork associated with each referral, and setting and tracking goals for Tier 2/3.

School Processes & Programs

Problem Statement 2: Staff underutilizing resources provided and communication tools. **Root Cause:** Manager accountability and feedback.







Perceptions

Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. **Root Cause:** Teachers do not have skill set to manage competing duties outside of planning and grading.

Goal 5: Increase staff retention

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

Evaluation Data Sources: Jobvite fill rates

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. Strategy's Expected Result/Impact: 85% staff retention Staff Responsible for Monitoring: Campus principal 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 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Gaps in communication across all departments and stakeholders lead to family disengagement. Root Cause: Flowchart for incident reporting and roles & responsibilities amongst staff in unclear.
Problem Statement 2: Staff underutilizing resources provided and communication tools. Root Cause: Manager accountability and feedback.
Problem Statement 3: Teachers need to build capacity in de-escalation and defiant behaviors and classroom management techniques Root Cause: Insufficient training for teachers to help address emotional problems and improve student achievement
Perceptions
Problem Statement 2: Staff require ongoing professional development on time-management techniques to improve teacher morale\perceptions. Root Cause: Teachers do not have skill set to manage competing duties outside of planning and grading.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juan Blanco	Hotspot Facilitator	Hotspot	1.0
Regina Santoy	Interventionist	CSI	1.0
Roger Reyna	Interventionist	Direct Instruction	1.0

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Hotspot Facilitator		\$0.00
2	1	1	Interventionist		\$0.00
2	1	2	Resources for parent nights	PAR	\$500.00
2	2	1	Hotspot Facilitator		\$0.00
2	2	1	Materials & manipulatives for parent curriculum night	PAR	\$500.00
2	2	1	Interventionist		\$0.00
2	3	1	Headphones and Resources for Bilingual Parents		\$908.67
2	3	3	Headphones and resources for bilingual	PAR	\$1,000.00
2	4	1	Interventionist		\$0.00
2	6	1	Interventionist		\$0.00
Sub-Total					\$2,908.67
Budgeted Fund Source Amount					\$2,908.67
+/- Difference					\$0.00
Grand Total Budgeted					\$2,908.67
Grand Total Spent					\$2,908.67
+/- Difference					\$0.00