IDEA Public Schools

Donna Academy

2023-2024 Campus Improvement Plan

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.

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 Donna is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kindergarten through 5th grade. IDEA Academy Donna is a part of one of the fastest growing charter school networks in the Rio Grande Valley. Currently, IDEA Academy Donna has a large student enrollment in the IDEA Public School districts with a membership of 799 students. This enrollment count has been consistent even after recruitment efforts post pandemic. New students have enrolled from several different school districts in the Rio Grande Valley, as well as from Mexico.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 96% Hispanic, 6% students with disabilities, and 50% English language learners.

Demographics Strengths

1. 90% Teacher retention

2. 90% of our students persist with us

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance has fallen below 97.5%   **Root Cause:** Lack of clear communication at the beginning of the year with families who continue to have high absences.

Problem Statement 2 (Prioritized): Increase in referrals for social and emotional wellness support for students.   **Root Cause:** Competing priorities led to not being consistent with preventative measures such as more whole classroom sessions.

Student Learning

Student Learning Summary

The 2022-2023 school year had many challenges due to the new way of testing. IDEA Academy Donna will use the 2022-2023 student achievement results as a point of reference for setting academic goals for this school year. We will focus on targeted academic needs reflected on online 2022-2023 Math, Science and ELA exams. Although we saw overall early high predictions, we know we will have certain academic gaps to focus on. IDEA Academy Donna stakeholders will make every effort to ensure that all students are provided with the best, strategic, and informed instructional practices and technology in order to minimize gaps and increase the learning curve for all students this 2023-2024 school year.

Student Learning Strengths

- Tutoring across contents and grade levels started earlier.
- CSI was in constant communication with general education teachers to better support students.
- Scaffolding was being done across grade levels and contents.
- Special pop students were targeted and plans were put in place early to help students. This includes EL, RTI, 504, and new to IDEA students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Contents were not aligned throughout different grade levels. **Root Cause:** Insufficient strategy meetings throughout the year to help align different levels across contents.

Problem Statement 2: Teachers struggled using district online platform Edcite in order to create and administer online exit tickets, MM, EOM, TQ etc. **Root Cause:** Lack of knowledge and training opportunities for teachers and leaders on using the new program did not allow for a quick turnaround to provide professional development for teachers.

Problem Statement 3 (Prioritized): Students need more support when it comes to oral vocabulary, oral presentation and speaking opportunities. This is direct alignment to the literary component; Listening, speaking, reading, and writing. **Root Cause:** Lack of observations and coaching to support teachers with oral accommodations/supports.

School Processes & Programs

School Processes & Programs Summary

Professional development is planned by our district and at the campus level to ensure that we are informed of new trends in the educational field and to reinforce the best teaching practices for our students. Throughout the year, professional development is provided to all professional district employees. The district provides professional development to target the implementation of best practices in all content areas, special education, physical education, CPR, and CPI. During the summer, the academic services team plans and develops the scope and sequence and lesson plans for all core subject areas. The administrator at IDEA Academy Donna sets high expectations for each teacher to professionally grow and attend professional development classes throughout the summer. Professional development is also provided throughout the year to train teachers on the implementation of the core curriculum. IDEA Academy Donna supports professional growth by continued coaching and developing through classroom observations and feeback meetings to ensure teachers are delivering quality instruction. IDEA Academy Donna encourages and supports continuous growth for all professionals and co-teachers, so that teachers can have a positive impact on student learning and academic growth. Co-teachers are also included in all staff development days so that they can show continuous growth. Administrators are also required to attend coach's academy for professional growth and have weekly check-ins with the principal and other regional instructional coaches to ensure they are also developing their instructional coaching skills.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers support for students with special needs differences was not consistent   **Root Cause:** Lack of Diversity/Inclusivity professional development for all staff.

Problem Statement 2 (Prioritized): Lack of Reading/Writing alignment between Lower grades and upper grades   **Root Cause:** Inconsistent alignment meetings scheduled through out the year

Problem Statement 3 (Prioritized): Lack communication between RISE, content teachers and Special Programs teachers   **Root Cause:** RISE teachers have not be included in the vertical alignment meetings hosted by general educatin teachers in 3rd-5th

Perceptions

Perceptions Summary

IDEA Academy Donna prides itself in promoting a positive climate and culture. High expectations are set for all students and given opportunities to succeed. All successes, whether great or small are celebrated. These celebrations are used to motivate students to improve academically, make efforts to attend school daily and create a positive attitude toward their learning. IDEA Academy Donna staff invites members of the community to visit and provide presentations and activities for students and parents. All students are encouraged to participate in various afterschool activities. IDEA Academy Donna staff understands that parental support is necessary. Our staff maintains a family and community friendly environment. Parents are welcome to volunteer and take parental classes offered on campus. Parents are kept informed of all activities with the use of a monthly calendar, Facebook, Parent newsletter, flyers, Remind, and phone calls.

Perceptions Strengths

- IDEA Academy creates a positive climate and culture by investing parents and families in family engagement events such as Back to School Bash, Coffee with the Principal, Grandparents Day, Sports with Dad, and Mother's Day etc.
- IDEA Academy invites community members to partner, visit and provide presentations and activities for students and parents including Fire Prevention Week, Autism Acceptance Walk, Self Esteem Bingo.
- IDEA Academy maintains communication with families, scholars and the community in order to create a positive, family friendly environment and invest families and scholars in academic improvement, consistent daily attendance and a positive attitude toward their learning and social/emotional growth. This is achieved through Parent Weekly newsletter, Facebook, Remind etc…

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School and community partnerships are limited. **Root Cause:** Lack of consistent community engagement planning and outreach for school events.

Problem Statement 2 (Prioritized): Inconsistent communication with families & community, impacting investment and support **Root Cause:** There has not been enough engagement with parents to ensure they have a platform presence on Remind to be informed of upcoming events and/or general school communications.

Priority Problem Statements

Problem Statement 1: Our attendance has fallen below 97.5%
Root Cause 1: Lack of clear communication at the beginning of the year with families who continue to have high absences.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase in referrals for social and emotional wellness support for students.
Root Cause 2: Competing priorities led to not being consistent with preventative measures such as more whole classroom sessions.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Contents were not aligned throughout different grade levels.
Root Cause 3: Insufficient strategy meetings throughout the year to help align different levels across contents.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students need more support when it comes to oral vocabulary, oral presentation and speaking opportunities. This is direct alignment to the literary component; Listening, speaking, reading, and writing.
Root Cause 4: Lack of observations and coaching to support teachers with oral accommodations/supports.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers support for students with special needs differences was not consistent
Root Cause 5: Lack of Diversity/Inclusivity professional development for all staff.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of Reading/Writing alignment between Lower grades and upper grades
Root Cause 6: Inconsistent alignment meetings scheduled through out the year
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack communication between RISE, content teachers and Special Programs teachers
Root Cause 7: RISE teachers have not be included in the vertical alignment meetings hosted by general educatin teachers in 3rd-5th
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: School and community partnerships are limited.

Root Cause 8: Lack of consistent community engagement planning and outreach for school events.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Inconsistent communication with families & community, impacting investment and support

Root Cause 9: There has not been enough engagement with parents to ensure they have a platform presence on Remind to be informed of upcoming events and/or general school communications.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student 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
- 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
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

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
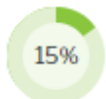
   Evaluation Data Sources: ACT Scores above 21 or better

Strategy 1 Details				Reviews			
Strategy 1: Provide feedback on lesson plans that focus on student practice and assessment that align to student practice				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher development, student achievement **Staff Responsible for Monitoring:** Assistant Principal, Principal				**Oct**	**Jan**	**Mar**	**June**
				15%	40%	60%	
Strategy 2 Details				**Reviews**			
Strategy 2: Track student progress through internal assessments to target specific student needs				**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective and targeted reteach, increase student achievement **Staff Responsible for Monitoring:** Assistant Principal, Principal				**Oct**	**Jan**	**Mar**	**June**
				10%	40%	60%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			

Strategy 1: Data Analysis: Consistent data conversations to identify misconceptions and provide teachers with practice opportunities for targeted reteach
   Strategy's Expected Result/Impact: Effective and targeted reteach, student academic success
   Staff Responsible for Monitoring: Assistant Principals
	Formative			**Summative**

	Oct	Jan	Mar	June
	10%	40%	60%	
Strategy 2 Details	**Reviews**			

Strategy 2: Collaborate with College Prep Lead team on identifying the top 10 seniors of concern to start problem solving
   Strategy's Expected Result/Impact: Reduce the number of students of concern, 100% of seniors will attend college
   Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Oct	Jan	Mar	June
	15%	40%	60%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
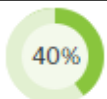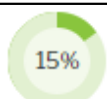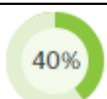
Goal 2: IDEA achieves an A Rating

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 49% to 51% in Spring 2024 (HB3)

    High Priority

    HB3 Goal

    Evaluation Data Sources: Internal exam dashboard, instructional dashboard, weekly Internal dats analysis

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction in Meets and Masters groups through enrichment activities, small group intervention, after-school tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meets and Masters will increase by 5% in each grade level **Staff Responsible for Monitoring:** Teachers, Instructional coach and Principal	Oct	Jan	Mar	June
	10%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Use interventionist to improve reading performance	**Formative**			**Summative**
Strategy's Expected Result/Impact: Closing reading gaps through small group to increase student performance **Staff Responsible for Monitoring:** CSI, Assistant Principals	Oct	Jan	Mar	June
	10%	40%	60%	

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for teacher development by implementing Reading alignment meetings 3 times per school year	**Formative**			**Summative**
Strategy's Expected Result/Impact: Closing reading gaps through the vertical alignment of k-5th **Staff Responsible for Monitoring:** Assistant Principals and Content Leaders	Oct	Jan	Mar	June
	15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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: Internal Exam dashboard, instructional dashboard, weekly internal data analysis

Strategy 1 Details	Reviews			

Strategy 1: Provide differentiated instruction in Meets and Masters groups through enrichment activities, small group intervention, after-school tutoring.
     Strategy's Expected Result/Impact: Meets and Masters will increase by 5% in each grade level
     Staff Responsible for Monitoring: Teachers, Instructional coach and Principal
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	15%	40%	60%	

Strategy 2 Details	Reviews			

Strategy 2: Use interventionist to improve reading performance
     Strategy's Expected Result/Impact: Closing reading gaps through small group to increase student performance
     Staff Responsible for Monitoring: CSI, Assistant Principals
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	10%	40%	60%	

Strategy 3 Details	Reviews			

Strategy 3: Provide opportunities for teacher development by implementing Math alignment meetings 3 times per school year
     Strategy's Expected Result/Impact: Closing Math gaps through the vertical alignment of k-5th
     Staff Responsible for Monitoring: Assistant Principals and content leaders
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	10%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 5% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Mock exam and TELPAS Assessment

Strategy 1 Details		Reviews			
Strategy 1: Coach and Develop Teachers. Weekly ck ins with Teachers - Use EL data to guide observation and coaching. Observations with teachers twice a week with on the spot coaching **Strategy's Expected Result/Impact:** Teacher develops in EL support systems, student achievement increases **Staff Responsible for Monitoring:** Assistant Principal, Principal		**Formative**			**Summative**
		Oct	Jan	Mar	June
		10%	40%	60%	
Strategy 2 Details		**Reviews**			
Strategy 2: Use K and 1st grade teachers and co-teachers to build a strong reading foundation and improve reading performance **Strategy's Expected Result/Impact:** Students on grade level for reading, improving student performance **Staff Responsible for Monitoring:** None		**Formative**			**Summative**
		Oct	Jan	Mar	June
		10%	40%	60%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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
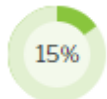
Evaluation Data Sources: Powerschool tracking system

Strategy 1 Details	Reviews			
Strategy 1: Hold teachers accountable for scheduled interventions and track student minute progress through PowerSchool	**Formative**			**Summative**
Strategy's Expected Result/Impact: Closing gaps in a timely manner/student growth **Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal	**Oct**	**Jan**	**Mar**	**June**
	10%	40%	60%	
Strategy 2 Details	Reviews			
Strategy 2: Use Tutoring, in class individual support, Critical Student Intervention time and tutoring to implement assigned minutes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Closing gaps in a timely manner/student growth **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Principal	**Oct**	**Jan**	**Mar**	**June**
	15%	40%	60%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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))

    Evaluation Data Sources: STAAR Assessment, Internal benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Implement and operate systems to allow coordination and collaboration between Special Education Teachers and Content Teachers	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Special Education students will be served appropriately based on their academic need. Student growth **Staff Responsible for Monitoring:** Assistant Principals	15%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Monitor the Implementation of accommodations for students receiving special education services as specified in the student's IEPs accommodation page from the ARD	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Special Education students will show growth in their state assessment **Staff Responsible for Monitoring:** Assistant Principals, Principal	10%	40%	60%	

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development to special education teachers through district lead training or through region one.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher Development/student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals	15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	
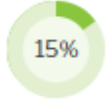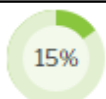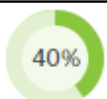
Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))
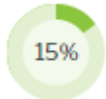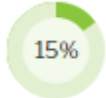
    High Priority

    Evaluation Data Sources: STAAR Accountability report, internal exam dashboard, weekly Internal assessments

Strategy 1 Details	Reviews			
Strategy 1: Invest students by celebrating their growth	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel successful when their gains are celebrated and will continue to be invested in their learning **Staff Responsible for Monitoring:** Lead Team	Oct	Jan	Mar	June
	15%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Monitor all students in our subpopulation progress by continuously tracking students using exit ticket trackers, and accountability boards such as Locus dashboards	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and leaders will identify what students still need additional support and will create a plan to help them reach academic success **Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal	Oct	Jan	Mar	June
	10%	40%	60%	

Strategy 3 Details	Reviews			
Strategy 3: Implement tutoring plans aligned to HB4545 Accelerated Instruction in Reading and Math	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close foundational gaps for students who did not pass STAAR or did not end the year on level **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal	Oct	Jan	Mar	June
	15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Increase student persistence
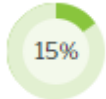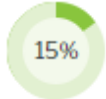
Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
Strategy 1: Conduct trainings and monthly practice for lockdowns, fire drills and other emergency situations using the standard response protocol	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Full understanding of the different standard response protocols/be prepared during an emergency situation **Staff Responsible for Monitoring:** Facilities Manager, Assistant Principal of Instruction	15%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Schedule and Implement monthly Crisis Team Meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safety communication is shared with stakeholders, team reflection allows consistent improvement	15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Increase student persistence
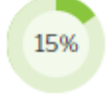
Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy 1 Details		Reviews			
Strategy 1: Build strong partnerships with parents through phone calls from leaders/teachers to follow up on the communication for all campus events		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent investment and participation		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals		15%	40%	60%	

Strategy 2 Details		Reviews			
Strategy 2: Invest parents in child's academic progress by sending personalized invitations to events such as curriculum night, report card night, parent conferences, meet the teacher		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build partnership with parents leading to student success		Oct	Jan	Mar	June
Title I: 4.2 **Funding Sources:** SEL Books for parents, colored paper, card stock, pens, rainbow parachute, el monstruo de colores (Spanish SEL) Book - Title I, Part A (4120) - $3,877.56		15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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))

Strategy 1 Details				Reviews			
Strategy 1: Implementation of Anti-bullying Curriculum during Culture camp during BOY				**Formative**			**Summative**
Strategy's Expected Result/Impact: To create a culture of safety **Staff Responsible for Monitoring:** Teachers, Assistant Principals				**Oct**	**Jan**	**Mar**	**June**
				15%	40%	60%	
Strategy 2 Details				Reviews			
Strategy 2: Implementation of safer, smarter schools on BOY (week 2)				**Formative**			**Summative**
Strategy's Expected Result/Impact: Make safety a priority				**Oct**	**Jan**	**Mar**	**June**
				15%	40%	60%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

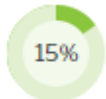   **Evaluation Data Sources:** District Report/Dashboard

Strategy 1 Details			Reviews			
Strategy 1: PE is included in campus daily schedule			**Formative**			**Summative**
Strategy's Expected Result/Impact: Vigorous activity is consistent/student health is improved and students attend school daily			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE Teacher and Co-teacher, Teacher Manager			15%	40%	60%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Donna will achieve a 97% annual attendance rate for the 23-24 school year

    High Priority

    Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents the importance of attendance as it relates to academic growth and development	**Formative**			**Summative**

1. Individual parent letters, calls and/or conferences
2. Principal Meetings
3. Parent Weekly
    Strategy's Expected Result/Impact: Parents will understand the importance of attendance and the impact on student achievement
    Staff Responsible for Monitoring: Teachers, Leaders and Operations Team
	Oct	**Jan**	**Mar**	**June**

	15%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Proactively communicate attendance concerns with campus stakeholders	**Formative**			**Summative**

1. Provide grade level administrator updates on students of concern based on number of absences during tactical
2. Provide information on attendance to grade team leaders to cascade to their grade team
    Strategy's Expected Result/Impact: Administrators and teaches will have data pertaining to their grade level and opportunities to reflect/improve plan
    Staff Responsible for Monitoring: Teacher, Leaders and operations team
	Oct	**Jan**	**Mar**	**June**

	15%	40%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

High Priority

Evaluation Data Sources: Teachboost

Strategy 1 Details	Reviews			
Strategy 1: Build strong relationships with staff members	**Formative**			**Summative**
1. Weekly check-ins with instructional coaches	**Oct**	**Jan**	**Mar**	**June**
2. Principal chats with all staff members to discuss glows and grows, professional growth opportunities				
Strategy's Expected Result/Impact: Staff feels valued increasing retention and satisfaction, staff performance increases- leading to academic growth	15%	40%	60%	
Staff Responsible for Monitoring: Principal, Assistant Principal				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for development through weekly observations and follow up meetings	**Formative**			**Summative**
1. Observe Staff	**Oct**	**Jan**	**Mar**	**June**
2. Implement coaching practices using the coaching cycle throughout the year				
Strategy's Expected Result/Impact: Building accountability through consistent coaching	15%	40%	60%	
Staff Responsible for Monitoring: Principal, Assistant Principals				
TEA Priorities:				
Recruit, support, retain teachers and principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Donna is 85% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1 Details	Reviews			
Strategy 1: Build strong partnership with Talent Partners and collaborate on opportunities for campus to host Meet and Greet/Campus Tours for candidates and other activities that will attract qualified candidates	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: opportunity to network, build relationships with candidates and promote our campus **Staff Responsible for Monitoring:** None	15%	40%	60%	
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for recognition and opportunities for growth	**Formative**			**Summative**
1. Weekly recognition through the Teacher Newsletter 2. Monthly Celebrations during Staff meeting	**Oct**	**Jan**	**Mar**	**June**
3. Opportunities for teachers to have leadership roles (team and content leaders) **Strategy's Expected Result/Impact:** Teachers feel valued, building relationships and team and family **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	15%	40%	60%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	SEL Books for parents, colored paper, card stock, pens, rainbow parachute, el monstruo de colores (Spanish SEL) Book		$3,877.56
				Sub-Total	$3,877.56
				Budgeted Fund Source Amount	$3,922.75
				+/- Difference	$45.19
				Grand Total Budgeted	$3,922.75
				Grand Total Spent	$3,877.56
				+/- Difference	$45.19