

**IDEA Public Schools**  
**Edgemere Academy**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: A**





**Public Presentation Date:** October 18, 2023

# Mission Statement

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

## Vision

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

## Core Values

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

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

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: IDEA achieves an A Rating	13
Goal 2: Increase student persistence	29
Goal 3: Increase student daily attendance	36
Goal 4: Increase staff retention	40
Goal 5: Daily recruitment efforts 23-EnrollmentReportCards	42
Title I Personnel	46

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IDEA Edgemere is a full-scale campus for Academy this year. We are an open enrollment charter school, nonprofit, free tuition public school. This year we service over 900 scholars in Academy. We have all special programs, including general sped, RISE sped unit (self-contained), 504, Bilingual, RTI, and CSI.

Our goal is to ensure every scholar is at or above grade level in all Contents. We believe our School provides scholars with the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information.

### Demographics Strengths

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

**Problem Statement 2:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

**Problem Statement 3 (Prioritized):** Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

**Problem Statement 4 (Prioritized):** There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

**Problem Statement 5 (Prioritized):** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their

growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

**Problem Statement 6 (Prioritized):** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.  
**Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 7 (Prioritized):** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

**Problem Statement 8 (Prioritized):** Establish team building inside and outside of work.. **Root Cause:** More Campus Collaboration for Team building, Engagement., More focus on Joy.

**Problem Statement 9 (Prioritized):** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

# Priority Problem Statements

**Problem Statement 1:** More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year.

**Root Cause 1:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

**Root Cause 2:**

Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There has been a trend of declining average daily attendance (ADA) over the past two of years.

**Root Cause 3:** Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

**Root Cause 4:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

**Root Cause 5:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Fidelity to coaching cycle to include the exemplar and modeling.

**Root Cause 6:** Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Establish team building inside and outside of work..

**Root Cause 7:** More Campus Collaboration for Team building, Engagement., More focus on Joy.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Gap communicating goals and performance expectations to all stakeholders.

**Root Cause 8:** More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

**Root Cause 9:** Clear communication with student code of conduct

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

**Root Cause 10:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communication, Townhalls-Key Topics, Campus Tours

**Root Cause 11:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Fidelity to coaching cycle to include the exemplar and modeling.

**Root Cause 12:** Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results.

**Root Cause 13:** Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

**Root Cause 14:** More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in

the growth and support of Domain III scholars.

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 15:** Gap communicating goals and performance expectations to all stakeholders.

**Root Cause 15:** More Data Conversations with all Stakeholders.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms.

**Root Cause 16:** Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOTspot, IXL, Imagine Learning.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.

**Root Cause 17:** Tracking gaps correctly and implementing a strong first teach.

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** Implementation of Tutoring and Saturday, Intervention support early.

**Root Cause 18:** Clear steps on unpacking data during STAAR reflection and throughout the school .

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** In person training during BOY PD Focusing around campus gaps and Expectations.

**Root Cause 19:** We did very well but I would like to focus the campus around trend that still need improvement.

**Problem Statement 19 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** IDEA 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 current meets 63% in Reading to 65% in Spring 2024 (HB3)

**High Priority**

**Evaluation Data Sources:** Aggressive Monitoring:  
Teachers will monitor students throughout the lesson (Do Now, Guided Practice, Independent Practice) and provide Systematic feedback and corrections mirroring the teacher exemplar.

Tutors will work with special pop scholars in small group interventions if scholars are not at mastery.



Intervention Support for HB4545 scholars.

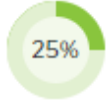





Teachers will present new materials in small steps with student practice after each step by thinking aloud and modeling mastery.

Leaders will observe to see if accommodations are being implemented during Instructional Rounds using the Student Accommodation Snapshot document)

Leaders will structure rounds that focus on student Accommodations being implemented in the classroom.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tactic #3: Daily Exit Ticket STAAR Alignment/Tracking (Gen-Ed, SPED)  <b>Strategy's Expected Result/Impact:</b> Teachers will use STAAR aligned Exit Tickets, Track Exit Ticket Data (Daily ET Tracker/Teams) to be able to monitor student mastery performance and reflect how to close the gaps of content with the support of the Leadership Team to close gaps prior to providing instruction to the cohort of students  <b>Staff Responsible for Monitoring:</b> Lead Team, Teachers, Regional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>Problem Statements:</b> Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2: Purposeful 1st Instruction</b>  (Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.)  <b>Strategy's Expected Result/Impact:</b> Focus on lesson internalization to develop rigorous lesson plans that meet the daily objective by unpacking the standard, dissect previous STAAR assessment questions and Direct Assessments, Ensure Teachers know exactly what (SWBAT)to learn throughout each lesson, receive feedback weekly on lesson alignment, exemplars, and student practice that are aligned to the new GET Rubric.  Lesson rehearsals and feedback to teachers starting with obj/exit ticket alignment, exemplar creation, etc.  Lesson Internalization (Special Pops):  Lesson Internalization alignment is focus includes student accommodations using the (23-24 Student Accommodation Snapshot)  Provide professional development in use of the SIOP model to meet EL learning needs, understanding the IEP, and the use of differentiation of instruction to meet the individual student needs.  Collaborate with SPED team to ensure appropriate accommodations and services are implemented with fidelity.  Implement Telpas data to ensure scholars are receiving adequate Listening, Speaking and Writing.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Problem Statements:

## Demographics

**Problem Statement 1:** More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

**Problem Statement 3:** Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

**Problem Statement 4:** There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

**Problem Statement 5:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

**Problem Statement 6:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 7:** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

**Problem Statement 8:** Establish team building inside and outside of work.. **Root Cause:** More Campus Collaboration for Team building, Engagement., More focus on Joy.

**Problem Statement 9:** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

## Student Learning

**Problem Statement 1:** In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause:** We did very well but I would like to focus the campus around trend that still need improvement.

**Problem Statement 2:** Implementation of Tutoring and Saturday, Intervention support ealry. **Root Cause:** Clear steps on unpacking data during STAAR reflection and throughout the school .

**Problem Statement 3:** Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Tracking gaps correctly and implementing a strong first teach.

**Problem Statement 4:** More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOTspot, IXL, Imagine Learning.

## School Processes & Programs

**Problem Statement 1:** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

**Problem Statement 2:** Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

### School Processes & Programs

**Problem Statement 3:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 4:** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More Data Conversations with all Stakeholders.

### Perceptions

**Problem Statement 1:** Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** Clear communication with student code of conduct



**Problem Statement 2:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

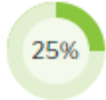





**Problem Statement 3:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Goal 1: 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 43% to 45% in Spring 2024. (HB3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 90% of Prek-2nd at or above grade in Reading <b>Strategy's Expected Result/Impact:</b> Strategy 1: Purposeful 1st Instruction  (Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.) <b>Staff Responsible for Monitoring:</b> Interventionist, Pre-k, Pre-K co teacher  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2: Fidelity to the Coaching Cycle</b> <b>Strategy's Expected Result/Impact:</b> Tactic #1: Per Unit Unpacking Assessments  Teachers will unpack (annotate) STAAR, EOC, Unit Exams before teaching a new unit, and create exemplars with mastery looks For's. (Planning Days have been implemented for each Grade Level)  Grade Level Leads will share trends, or student growth in Grade Level Meetings that are structured around Data using the Preliminary STAAR Document.  Tactic #2 Weekly Observations & AND Coaching Conversations  All Teachers have a weekly observation leading to an action step on Teach boost. Action Steps are explicitly modeled and practiced using the Best Practices Library.  Leaders schedule time to provide Teachboost Entries throughout the week to give adequate feedback and coaching. <b>Staff Responsible for Monitoring:</b> Principal APi's Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Problem Statements:

## Demographics

**Problem Statement 1:** More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

**Problem Statement 3:** Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communicaiton with all stakeholders. campus calendar.

**Problem Statement 4:** There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.

**Problem Statement 5:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention

**Problem Statement 6:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 7:** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.

**Problem Statement 8:** Establish team building inside and outside of work.. **Root Cause:** More Campus Collaboration for Team building, Engagement., More focus on Joy.

**Problem Statement 9:** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.

## Student Learning

**Problem Statement 1:** In person training during BOY PD Focusing around campus gaps and Expectations. **Root Cause:** We did very well but I would like to focus the campus around trend that still need improvement.

**Problem Statement 2:** Implementation of Tutoring and Saturday, Intervention support early. **Root Cause:** Clear steps on unpacking data during STAAR reflection and throughout the school .

**Problem Statement 3:** Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Tracking gaps correctly and implementing a strong first teach.

**Problem Statement 4:** More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOTspot, IXL, Imagine Learning.

## School Processes & Programs

**Problem Statement 1:** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.

**Problem Statement 2:** Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

### School Processes & Programs

**Problem Statement 3:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 4:** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** More Data Conversations with all Stakeholders.

### Perceptions

**Problem Statement 1:** Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** Clear communication with student code of conduct

**Problem Statement 2:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 3:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

Goal 1: IDEA achieves an A Rating

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1: Data Driven Instruction</b> <b>Strategy's Expected Result/Impact:</b> Tactic #1 Goal Setting (Teachers and Students)  All teachers and students know individual performance bands for math.  Use MSR report to identify growth and achievement goals and hold Goal Setting Conversations  El Growth Ensure that teachers know the current TELPAS composite score for their scholars and are tracking progress and growth.  Use of SIOP, ELPS, and reinforce the daily use of listening, speaking, reading, and writing.  Tactic #2 Data Analysis focused on Domain III against STAAR and EOC Goals-Per Assessment  Teachers' data is tracked by student special populations assessment results data (exit tickets, mid-modules, and end of modules, benchmarks) based on STAAR goals. Based on student performance (Whole-Class Reteach: Below 90% in approaches Targeted Group Re-Teach: 90% or above in approaches.  TEKs are tracked Daily in each subject using an Exit Ticket and Assessment Student Tracker.  Tactic #3 Intervention Plans Bi-weekly STAAR aligned assessment.  During Intervention plans students are to be given Readiness TEKS and high tested reporting categories as per the content.  Tutors are implemented to help support small group interventions.  Teachers will assess scholars to then analyze, plan, and reteach based off data.  Tactic#4 Closing the Gap Reteach  Based on student work analysis, teacher's rehearse reteaching readiness TEKs. <b>Staff Responsible for Monitoring:</b> Principal APi's Teachers		Formative			Summative
		Oct	Jan	Mar	June

Grade Level Leads

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

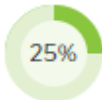
**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**





No Progress



Accomplished



Continue/Modify

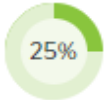









Discontinue

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HB4545-Unpack STAAR Data to identify scholars that did not pass. <b>Strategy's Expected Result/Impact:</b> Identify scholars that need additional intervention support to meet the HB4545 requirements. Aggressive Monitoring <b>Staff Responsible for Monitoring:</b> Jennifer Garcia-API Lakisha Belton- Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily Lesson prioritized by student practice of content and skills, and emphasize student reading, writing, speaking, and listening. All teachers provide feedback during student practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Internalization, LP Feedback, and Rehearsal (K/D/A) w/ Student Accommodations.</p> <p>Unpack Assessments</p> <p>Fidelity to the Coaching Cycle (Internalization of new GET &amp; Best Practices Library)</p> <p>Exemplar Response/ Criteria for Mastery (STAAR Aligned Key Points &amp; CFUs)</p> <p>Anchor Charts of "How" Key Steps (SWBAT-Focus)</p> <p>Aggressive Monitoring. Student Practice (Gen-Ed., SPED), with the implementation of Tutors</p> <p>Daily STAAR Aligned Exit Ticket /Tracking (Gen-Ed, SPED)</p> <p>Data Sharing with GTL's that are structured around the Preliminary STAAR Data Tracker (Tracking individual Growth Band.</p> <p>Implementation of Accommodations</p> <p>On-going Collaboration with Special Pops Teachers to ensure accommodations and services are implemented to fidelity.</p> <p>Real- Time Coaching</p> <p>Use of SIOP, ELPS, and Reinforce the daily use of the listening, speaking, reading, and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>API's</p> <p>Sped Teachers</p> <p>Teachers</p> <p><b>Title I:</b></p> <p>2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b></p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b></p> <p>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







Goal 1: IDEA achieves an A Rating

Performance Objective 5: Increase student persistence.

High Priority

Evaluation Data Sources: Counselors sign in/Calendar and Attendance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Move this world <b>Strategy's Expected Result/Impact:</b> Move this world Data Report <b>Staff Responsible for Monitoring:</b> NA  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 1:</b> More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. <b>Root Cause:</b> Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Demographics
<p><b>Problem Statement 3:</b> Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. <b>Root Cause:</b> Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communication with all stakeholders. campus calendar.</p> <p><b>Problem Statement 4:</b> There has been a trend of declining average daily attendance (ADA) over the past two of years. <b>Root Cause:</b> Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.</p> <p><b>Problem Statement 5:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention</p> <p><b>Problem Statement 6:</b> Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. <b>Root Cause:</b> The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.</p> <p><b>Problem Statement 7:</b> Fidelity to coaching cycle to include the exemplar and modeling. <b>Root Cause:</b> Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.</p> <p><b>Problem Statement 8:</b> Establish team building inside and outside of work.. <b>Root Cause:</b> More Campus Collaboration for Team building, Engagement., More focus on Joy.</p> <p><b>Problem Statement 9:</b> Gap communicating goals and performance expectations to all stakeholders. <b>Root Cause:</b> More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.</p>
Student Learning
<p><b>Problem Statement 1:</b> In person training during BOY PD Focusing around campus gaps and Expectations. <b>Root Cause:</b> We did very well but I would like to focus the campus around trend that still need improvement.</p> <p><b>Problem Statement 2:</b> Implementation of Tutoring and Saturday, Intervention support early. <b>Root Cause:</b> Clear steps on unpacking data during STAAR reflection and throughout the school .</p> <p><b>Problem Statement 3:</b> Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. <b>Root Cause:</b> Tracking gaps correctly and implementing a strong first teach.</p> <p><b>Problem Statement 4:</b> More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. <b>Root Cause:</b> Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOTspot, IXL, Imagine Learning.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Fidelity to coaching cycle to include the exemplar and modeling. <b>Root Cause:</b> Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.</p> <p><b>Problem Statement 2:</b> Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. <b>Root Cause:</b> Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.</p> <p><b>Problem Statement 3:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.</p> <p><b>Problem Statement 4:</b> Gap communicating goals and performance expectations to all stakeholders. <b>Root Cause:</b> More Data Conversations with all Stakeholders.</p>

## Perceptions

**Problem Statement 1:** Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** Clear communication with student code of conduct

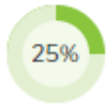

**Problem Statement 2:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

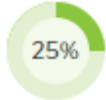






**Problem Statement 3:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

## Goal 2: Increase student persistence

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Create and sustain ongoing partnerships with new and returning families by focusing on supporting &amp; strengthening family well-being and student achievement. Invest families in the "WHY they chose IDEA/When you commit to graduating to and through college.</p> <p>Hold monthly Campus Crisis Meetings to identify campus improvements, and review feedback from survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Internalize feedback from Parent Surveys, Townhalls, Coffee w/ the Principal</p> <p>Improve Safety Procedures (Campus Crisis Plan)</p> <p>Parent/Scholar Workshops for Mental Health Concerns</p> <p>Weekly Campus Tours on Thursdays</p> <p>WTI- Make up sessions</p> <p>Campus security</p> <p>3-month data audit to track trends in leavers (Reviewing Trends)</p> <p>Increase of parent Involvement &amp; Parent Volunteers</p> <p>Increase Campus Communications-Weekly Positive Calls, Newsletter, Facebook, Remind, Grade Level Townhalls, Curriculum Night</p> <p>Review Family Feedback from BOY Survey to make campus improvements</p> <p>Campus Alignment with Events &amp; Activities</p> <p>Extracurricular Activities</p> <p>Highlight Healthy Meals in CNP</p> <p><b>Staff Responsible for Monitoring:</b> Principals- Campus Crisis Team</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>				

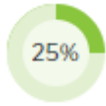



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Monitor data and adjust actions <b>Strategy's Expected Result/Impact:</b> Identify magic numbers per grade level * Hold stakeholders accountable for their own grade level persistence * Maintain an open communication with teachers and stake holders to find and intervene with potential losses through the mission list * Exit meetings with all leavers, to include an API, APO, and Principal. <b>Staff Responsible for Monitoring:</b> Principals Campus Crisis Team  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

## Goal 2: Increase student persistence

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold Campus Meetings throughout the year to connect with families (Build Family Engagement) <b>Strategy's Expected Result/Impact:</b> Meet the Teacher, Parent Report Card Nights, Coffee with the Principal- Develop a yearlong calendar with family engagement events. <b>Staff Responsible for Monitoring:</b> All campus Stakeholders  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold Campus Improvement Plan Meeting with parents to share the campus vision for the year. <b>Strategy's Expected Result/Impact:</b> To share the campus improvement plan with parents for the 23-24 school year. <b>Staff Responsible for Monitoring:</b> Principal SSA  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify













Discontinue

Goal 2: Increase student persistence

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Move this world <b>Strategy's Expected Result/Impact:</b> Morning expectation to share Move this world. Analyze Data and Follow-up with teachers, Input Teachboost Feedback. Regular Walkthroughs and PD's for Teachers. <b>Staff Responsible for Monitoring:</b> Principal SSA Teachers Admin  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Have Anti-Bullying Assembly for scholars and staff in Oct. <b>Strategy's Expected Result/Impact:</b> To share awareness on why not to bullying and how to support one another if we see it happening. See something, Say something. <b>Staff Responsible for Monitoring:</b> All Stakeholders  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Edgemere Academy will be in compliance with all the Title 1 Family engagement requirements through the following events: Meet the teacher, Public Hearing, Spring Town Hall Meeting and semester 1 Report Card Pick up. <b>Strategy's Expected Result/Impact:</b> Upload of information-sign-in sheets, agenda, materials, and communication-invitations to families to Title 1 Crate for the above outlined events. <b>Staff Responsible for Monitoring:</b> Principals, APi's, SSA, APO  <b>Title I:</b> 2.4, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
				N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue					

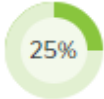





Goal 2: Increase student persistence

Performance Objective 4: We ARE Fierce Falcons Building Pride & Culture.

High Priority

**Evaluation Data Sources:** Execute culture walk throughs to ensure that teachers are bringing the joy. \* Falcon Friday Hallway Parades to celebrate academic successes. Plan monthly family engagement events to build team & family. \* Creating partnerships with the community to bring in outside sports and activities \* Collaboration with College Prep \* Collaborate with Parent Volunteers \* Calander of events set for the year







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

Strategy 1 Details		Reviews			
<b>Strategy 1: Quality On-Boarding</b> <b>Strategy's Expected Result/Impact:</b> Invite all new families to Welcome to IDEA * Meet the teacher * Culture Camps for all new scholars * Expectations meetings for all late enrollments * New Family Postcard in September * New Family Checkpoint in December before the break * Weekly campus tours. <b>Staff Responsible for Monitoring:</b> Principal APi's SSA Teachers APO  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3:** Increase student daily attendance

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



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



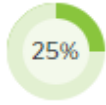

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Invest in ADA Data through Accurate Tracking and Follow-up</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking through Daily Huddles-Ensure phone calls are completed for absent scholars. Conduct Follow-up calls for those parents not reached in the AM.</p> <p>Data Audit- Verify data through weekly audits of enrollment and ADA ensuring that all manual changes are completed.</p> <p>Public Data Tracker-Ensure that data is easily readable and accessible.</p> <p>ADA Homeroom Teacher Tracker-All homeroom teachers help support the SIS by updating the ADA Tracker by 8:45 A.M. daily. Homeroom teachers recognize students with perfect attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal APi's APO SSA AA Teachers Grade Level Lead</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Goal 3: Increase student daily attendance

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1: ADA Escalation Matrix</b> <b>Strategy's Expected Result/Impact:</b> During weekly tactical meetings, the lead team is reviewing and/or assigning members, tasks to communicate and assist students that are being flagged for numerous absences.  The tracking system allows for all lead team members to review and monitor the progress being made to assist students with numerous absences.  Check-ins with our APO in a weekly meeting to norm on persistence data.  AC will follow up with each family on the missions list, and mark off calendar to continue to contact families on the leaver log who specified interest in returning to IDEA in the future. <b>Staff Responsible for Monitoring:</b> Principal APi's APO SSA AA Teachers Grade Level Lead  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2: Celebrate Great Attendance</b> <b>Strategy's Expected Result/Impact:</b> Campus highlights the grade-level and teacher/class with the best attendance on Fridays during our weekly hallway recognition celebration - Falcon Rally and Attendance poster.  Use of incentives and campus events to highlight, celebrate, and encourage attendance are streamed and communicated through Remind and Facebook.  Weekly Parent Education- Publish (weekly) through Parent Weekly, reminders, benefits, and tips for families about the importance of regularly attending school on time.  Teledoc to Triage scholars throughout the day <b>Staff Responsible for Monitoring:</b> All Stakeholders  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3: Follow Escalation Matrix Chart</b> <b>Strategy's Expected Result/Impact:</b> To have a clear line of communication, systems and procedures of with Attendance and who should follow-up with parents and support staff. <b>Staff Responsible for Monitoring:</b> All stakeholders  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					



No Progress



Accomplished



Continue/Modify



Discontinue

#### **Goal 4:** Increase staff retention

##### **Performance Objective 1:** High Quality Boarding

###### **High Priority**

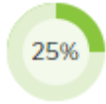





**Evaluation Data Sources:** Touch points and temperature checks with staff.

Grade level team building to build a sense of team and family.

Transparency of expectations in scheduling and deliverables.

Ensure that all staff are prepared for success by providing all resources and materials necessary for instruction.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Invest time in teachers and communicating. <b>Strategy's Expected Result/Impact:</b> Daily huddles  Weekly GTL Meetings  Weekly Falcon Newsletter  Shoutouts  Weekly PD's  Use data from the 22-23 AEES Survey to close gaps.  Continue to promote open door policy. <b>Staff Responsible for Monitoring:</b> Principal APi's APO SSA AA Teachers Grade Level Lead  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## **Goal 5:** Daily recruitment efforts

23-EnrollmentReportCards

### **Performance Objective 1:** Daily recruitment efforts

#### **High Priority**

**Evaluation Data Sources:** Determine weekly goal per grade level.

Invest in all stakeholders.

Phone banking: PIR list calls with filters to target specifically grades.

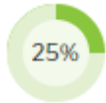





Monthly participation in one large event per month (Fall Festival, Spring Festival, Campus Tours

Scholar highlights videos focusing on extracurricular activities and clubs.

Campus event promotions showcasing family engagement nights.

Continue to invest Founding Families

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

Strategy 1 Details		Reviews			
<b>Strategy 1: Daily Enrollment Audits</b> <b>Strategy's Expected Result/Impact:</b> Grade Level of Concern-24-25 Kinder Scholars- Determine weekly goal per grade level. Invest all stakeholders Phone banking: PIR list calls with filters to target specific grades Monthly participation in one large event per month (Fall Festival, Spring Festival, Campus Tours) Scholar Highlight Videos focusing on extracurricular activities and clubs. Campus events promotions showcasing family engagement nights. Continue to invest Families <b>Staff Responsible for Monitoring:</b> Principal APi's APO SSA AA Teachers Grade Level Lead  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3, 4, 5, 6, 7, 8, 9 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> More positive reinforcement/incentives for good behavior. Campus experienced Lots of behavior issues for the 22-23 school year. <b>Root Cause:</b> Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholar. (Play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) More Behavior Support for scholars and Teachers. More Awareness of the student code of conduct.

Demographics
<p><b>Problem Statement 3:</b> Increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. <b>Root Cause:</b> Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Welcome to IDEA)-Clear Detailed Communication (sharing vision for campus) CNP-Healthy snacks, ADA, activities, Tutoring, Saturday, Academics, Student Code of Conduct, Nurse, Streamline Communication with all stakeholders. campus calendar.</p> <p><b>Problem Statement 4:</b> There has been a trend of declining average daily attendance (ADA) over the past two of years. <b>Root Cause:</b> Lack of communication and family investment of the importance of attending school every day, importance of Teladoc and Calendar days, more ADA celebrations.</p> <p><b>Problem Statement 5:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. (3) SIOP Training (4) Aggressive Monitoring Training (5) In- the moment Co Intervention</p> <p><b>Problem Statement 6:</b> Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. <b>Root Cause:</b> The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.</p> <p><b>Problem Statement 7:</b> Fidelity to coaching cycle to include the exemplar and modeling. <b>Root Cause:</b> Focus on 1st Teach. More support within the moment Coaching, Front loading Exemplar assignments, Homework, and extra academic support.</p> <p><b>Problem Statement 8:</b> Establish team building inside and outside of work.. <b>Root Cause:</b> More Campus Collaboration for Team building, Engagement., More focus on Joy.</p> <p><b>Problem Statement 9:</b> Gap communicating goals and performance expectations to all stakeholders. <b>Root Cause:</b> More data conversations with students/staff/parents. Investing all stakeholders. Better tracking system for data and focus on special pops.</p>
Student Learning
<p><b>Problem Statement 1:</b> In person training during BOY PD Focusing around campus gaps and Expectations. <b>Root Cause:</b> We did very well but I would like to focus the campus around trend that still need improvement.</p> <p><b>Problem Statement 2:</b> Implementation of Tutoring and Saturday, Intervention support early. <b>Root Cause:</b> Clear steps on unpacking data during STAAR reflection and throughout the school .</p> <p><b>Problem Statement 3:</b> Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. <b>Root Cause:</b> Tracking gaps correctly and implementing a strong first teach.</p> <p><b>Problem Statement 4:</b> More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. <b>Root Cause:</b> Implementing TEKs to focus on at the beginning of the year to target gaps within instruction. Better Alignment with Lesson Planning and Lesson Rehearsals, Key Steps, AR/HOTspot, IXL, Imagine Learning.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Fidelity to coaching cycle to include the exemplar and modeling. <b>Root Cause:</b> Behavior interruptions took away from the coaching cycle of teachers, better alignment with Lesson Planning, Lesson Rehearsals, and Intervention Support.</p> <p><b>Problem Statement 2:</b> Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. <b>Root Cause:</b> Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.</p> <p><b>Problem Statement 3:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> More SIOP Training, Utilizing Strong Teachers to help facilitate Professional Development. (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.</p> <p><b>Problem Statement 4:</b> Gap communicating goals and performance expectations to all stakeholders. <b>Root Cause:</b> More Data Conversations with all Stakeholders.</p>

## Perceptions

**Problem Statement 1:** Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** Clear communication with student code of conduct

**Problem Statement 2:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 3:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights, Curriculum Night) Better Campus Communicaiton, Townhalls-Key Topics, Campus Tours **Root Cause:** Better Time Management to implement feedback from parent surveys. More Alignment with AC/CP Campus Communication.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia McCranie	Interventionist	title 1	1