

IDEA Public Schools
Edgemere College Prep
2023-2024 Improvement Plan



Public Presentation Date: September 12, 2023

Mission Statement

IDEA Public Schools Mission

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

IDEA Edgemere College Prep Mission

IDEA Edgemere College Prep prepares ALL scholars to support one another, overcome obstacles, accept responsibility, and realize success (SOAR) along their journey to and through college.

Vision

IDEA Public Schools Vision

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

Core Values

IDEA Public Schools 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	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: All IDEA students matriculate to college	10
Goal 2: IDEA achieves an A Rating	13
Goal 3: Increase student persistence	19
Goal 4: Increase student daily attendance	22
Goal 5: Increase staff retention	25
Goal 6: Increase student enrollment (no required performance objectives/strategies)	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

From the latest data available, IDEA Edgemere College Prep is home to 538 scholars in grades 6-10. For the 23-24 school year, our membership is projected to increase to 680 scholars in grades 6-11. Our student population includes scholars who identify in the following ways: Male (52.23%), Female (47.77%), Hispanic-Latinx (81.41%), Black-African American (4.83%), White (9.48%), Asian (2.04%), Receiving services through Special Education (12.45%), Receiving supports through Section 504 (3.72%), and Emergent Bilingual (32.53%). Scholars have also been identified against state criteria in the following ways: At-Risk (45.72%), Immigrant (1.30%), Intervention Required (11.90%), Economically Disadvantaged (73.98%), Free Meals Program Participant (42.57%), Reduced-Price Meals Program Participant (3.35%), and Other Economic Disadvantage (28.07%).

Demographics Strengths

- Enrollment has grown to expand service
- Continued provision of LRE through college preparatory curriculum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. **Root Cause:** When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Student Learning

Student Learning Summary

Scholars are on track to meet approaches at the median of guidance ranges at the following rates per raw score date released by TEA:

6th Grade ELAR	7th Grade ELAR	8th Grade ELAR	English 1 (EOC)	English 2 (EOC)
91%	91%	94%	75%	84%
6th Grade Math	7th Grade Math	8th Social Studies	Biology 1 (EOC)	Algebra 1 (EOC)
80%	69%	64%	89%	76%

Student Learning Strengths

- ELAR in grades 6-8 continues to be an area of strength, where English 1 has decreased from the previous year for the cohort and English 2 has remained consistent with the previous year's score.
- Math in grade 6 has remained consistent from the previous year, where as 7th grade math has decreased and Algebra 1 has increased form the previous year.
- Biology has remained consistent from 21-22

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. **Root Cause:** Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.

School Processes & Programs

School Processes & Programs Summary

From the latest data available the campus employed individuals in the following categories and job titles:

Administrative Support	6	Principal, Assistant Principal of Instruction (2), School Counselor, College Counselor, Administrative Assistant to the Principal
Teacher	36	English, Math, Science, Social Studies, CTE, PE (6th through 10th Grade)
Educational Aide	7	RISE Co-Teacher (2), PE Co-Teacher (2), AR/HS Facilitator (2), Dedicated Aide (1)

Our staff leverage high quality instructional materials (HQIM) created by the district in contents offered.

Instructional coaching support is provided by the Principal and Assistant Principals of Instruction.

Edgemere College Prep is a 1:1 campus for all scholars.

School Processes & Programs Strengths

- Our teachers were able to teach a single prep during the day, which enhanced focus upon their preparation.
- Assistant Principals of Instruction supporting with instructional coaching allowed the principal to focus upon additional reporting requirements, as well as strategy creation, for the campus and also support teachers with their instructional preparation and reflection.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause:** Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Perceptions Summary

Throughout the school year, we ask for feedback from families to inform our work as a campus, but the most important information that stakeholders can provide is their continued partnership with the campus - scholar persistence and teacher retention.

For the 22-23 school year staff retention is at 96% (5.22.23) and scholar persistence is at 90.27% (5.22.23).

Perceptions Strengths

- Staff retention has remained a bright spot for the campus throughout the 22-23 school year, while we prepare for the 23-24 school year.
- Scholar persistence for the last 3 weeks of school is higher than it was a year ago, which displays progress for the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause:** When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Priority Problem Statements

Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars.

Root Cause 1: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success.

Root Cause 2: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers.

Root Cause 3: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community.

Root Cause 4: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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

Support Systems and Other Data

- Other additional 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

HB3 Goal

Evaluation Data Sources: ACT Prep assessment, PACT (10th), ACT (11th)

Strategy 1 Details	Reviews			
<p>Strategy 1: at-bats during courses at least 1 time per week, practice sections 1 time per quarter in 9-11.</p> <p>Strategy's Expected Result/Impact: Scholars achieve meets and above on grade-level STAAR Math or average of 21 on ACT math. This will also include after school tutoring and boot camp opportunities during intercession for scholars to advance their skills for content performance.</p> <p>Staff Responsible for Monitoring: Teachers, Grade-level Administrators, Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>
Student Learning
<p>Problem Statement 1: This academic year (22-23) marks the second school year in which scholars have performed lower in math than in ELAR, with a significant EB population, it is essential that we integrate strategies from ELAR into our methods for teaching mathematics for scholar success. Root Cause: Linguistic supports cross content boundaries and we must be able to replicate our success from ELAR in mathematics.</p>

School Processes & Programs

Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. **Root Cause:** Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.

Perceptions

Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause:** When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.





Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: Current and historical TSIA data for reading and writing, tracking data from EOC Scores in Algebra and E1 & E1 to identify candidates as ready to test

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality instruction to achieve meets level proficiency for all scholars, so we are able to achieve TSI exemption</p> <p>Strategy's Expected Result/Impact: 100% of scholars achieve TSIA exemption in reading and writing by graduation</p> <p>Staff Responsible for Monitoring: Teachers, College Counselor, Administrators, Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>
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Perceptions

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Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: CSI data, ELAR assessments, TELPAS Mock, TELPAS Practice Assessments online

Strategy 1 Details	Reviews			
<p>Strategy 1: Infuse SIOP strategies and reading+ into the curriculum to advance proficiency (50%)</p> <p>Strategy's Expected Result/Impact: Scholars participating in TELPAS achieve a 42% passing rate - grow at least one level or remain at advanced high - for the spring 2024 TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, EB Point Person, Administrators, Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





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Goal 2: IDEA achieves an A Rating

Performance Objective 2: CP: 100% of identified scholars meet required minutes per House Bill 4545 (accelerated learning)

High Priority

Evaluation Data Sources: PowerSchool (data recording), IDEA Dashboard (data outcomes), Campus Tracker for Identified Scholars (who)

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing weekly tutoring, during the school day supports, and intercession tutoring to support scholar acceleration - tracking in PowerSchool for real-time milestone achievement (15 or 30 hour threshold). Strategy's Expected Result/Impact: Scholars will achieve thresholds for required for support time - 15 or 30 hours. Staff Responsible for Monitoring: Teachers, Administrators, Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

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School Processes & Programs
<p>Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. Root Cause: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.</p>

Perceptions





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Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 58% of SPED Students attain approaches, with 40% of SPED Students attaining meets and above in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Unit exams, Semester Exams, Mock Exams, STAAR Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted tutoring by case managers and content teachers with weekly tracking of ET growth. Strategy's Expected Result/Impact: Scholars receiving special education services achieve approaches and meets thresholds. Staff Responsible for Monitoring: Case Managers, Teachers, Administrators, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
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Goal 2: IDEA achieves an A Rating





Performance Objective 4: CP: School achieves 90/60/30 in approaches/meets/masters (SA: 60) 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: Tracking toward goal: unit exams, semester exams, mock exams, mastery machine

Goal: STAAR Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide for a pathway to scholar mastery by grade-level and classroom-level tracking by teachers for scholar proficiency on STAAR TEKS to achieve 90/60/30 or an SAA of 60.</p> <p>Strategy's Expected Result/Impact: CP achieves 90/60/30 or an SAA of 60 as a campus.</p> <p>Staff Responsible for Monitoring: Case Managers, Teachers, Administrators, Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
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Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>
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Perceptions





Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause:** When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Safety Scorecard

Strategy 1 Details	Reviews			
Strategy 1: regular campus reviews and walkthroughs to focus upon gaps in the building; pd for teachers.	Formative			Summative
Problem Statements: Demographics 1 - Perceptions 1	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
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Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. Root Cause: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.





Goal 3: Increase student persistence

Performance Objective 2: ECP 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))

High Priority

Evaluation Data Sources: Upload of information - sign-in sheets, agendas, materials, and communication/invitation to families - to Title 1 Crate for the above outlined events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance with a year at-a-glance calendar indicating title 1 family engagement events sent at least 2 week ahead of each event. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Build strong connections between home and school.</p> <p>Staff Responsible for Monitoring: College Counselor, School Counselor, Teachers, Administrators, Principal</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Demographics
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Perceptions
<p>Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. Root Cause: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.</p>

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Completion of the program as shown in district data collection sources.

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendar out the series to ensure that the scholars are able to complete the training by the end of the first semester through PE.</p> <p>Strategy's Expected Result/Impact: 100% of scholars participating complete the program.</p> <p>Staff Responsible for Monitoring: Teachers, School Counselor, Administrators, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Demographics
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Perceptions
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Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Monitoring: Daily, weekly, and monthly ADA with APO-prepared data analysis and next steps.

Final: Annual ADA recorded on June 13, 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Address ADA through a strategy meeting every 6 weeks, where we evaluate current progress and assess gaps to plan events and challenges that ensure that scholars attend school each day.</p> <p>Strategy's Expected Result/Impact: Campus achieves ADA goal for 23-24.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administrators, Principal</p> <p>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</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement at least 1 event per quarter to engage scholars during the school-day or scholars and families after school to encourage and motivate attendance to address joy and academic progress.</p> <p>Strategy's Expected Result/Impact: Campus achieves ADA goal.</p> <p>Staff Responsible for Monitoring: All CP Staff and APO, SIS/Registrar</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>

Perceptions





Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. **Root Cause:** When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes, as applicable. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: District MVPA minutes dashboard.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize classroom time for PE to support scholars through specific activity that achieves target heartrates for activity.</p> <p>Strategy's Expected Result/Impact: Achieve MVPA goal</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>





Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: IDEA District Completion Dashboards

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: 100% of staff complete all stages of the SDC</p> <p>Staff Responsible for Monitoring: Administrators, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. Root Cause: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.</p>

Goal 5: Increase staff retention

Performance Objective 2: IDEA Edgemere College Prep is 90% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: HR Staffing Dashboards and Position Control

Strategy 1 Details	Reviews			
<p>Strategy 1: With the support of HR, HA, and ECP's VP of Schools - recruit and hire high quality candidates per role by using high quality district resources provided by the district.</p> <p>Strategy's Expected Result/Impact: 90%+ staffing levels throughout the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Administrators, Principal - with the support of HR/HA/VP of Schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community. Root Cause: When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.</p>

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

Performance Objective 1: Ensure that retention is our best recruitment strategy - quarterly events and family contacts

High Priority

Evaluation Data Sources: IDEA Enrollment Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: In partnership with APO and EC, support events throughout the year that support in the recruitment of scholars and families.</p> <p>Strategy's Expected Result/Impact: 100% enrollment for the 23-24 school year, by the 11th day of school</p> <p>Staff Responsible for Monitoring: APO, EC, Teachers, Counselors, Administrators, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Scholar enrollment has continued to grow, as we continue along this process, understanding the context of our changing demographics will have implications for how we provide services to scholars. Root Cause: When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.</p>
School Processes & Programs
<p>Problem Statement 1: The core of our work each day with scholars is providing consistently effective instruction, which will prepare 100% of scholars to be prepared for a road to and through college, which is why it is essential that we expand support opportunities in mathematics, while maintaining effective support for ELAR teachers. Root Cause: Throughout the past school year, we did not provide the necessary supports for math teachers and scholars, and although some areas experienced limited growth or minimal decline, we did not progress in the ways in which we should have to provide a to and through college experience.</p>