IDEA Public Schools

Edinburg Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 30, 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.

IDEA Edinburg Academy empowers our students to achieve college readiness by establishing a culture of high achievement in all that they do. Students will be equipped with the knowledge and skillset to meet school-wide culture expectations through culture camp. Scholars will also become personally invested in exceeding these expectations by establishing their roots into our school community by cultivating a positive learning environment.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Edinburg Academy was established in 2013 and is located North of Edinburg at 2753 Roegiers Rd, 78541. The enrollment for the 2022-2023 school year was 769. The school serves a Hispanic majority community, with our ethnic breakdown consisting of approximately 95% Hispanic, 3% White, 1% Asian, and 1% African American. Approximately 86% of our student population was considered economically disadvantaged; therefore, our students qualified for a free and reduced lunch, making us eligible for the Title I, Part A school grant. This data has remained for the last 4-5 years, with an increase in students categorized as economically disadvantaged.

2022-2023

Overall Enrollment

The instructional program at Edinburg Academy consists of the Great Minds Curriculum, which focuses on Eureka Math and Wit & Wisdom; both curricula allow students to gravitate towards a hands, holistic approach to learning. Along with the Great Minds curriculum, Edinburg Academy offers Reading Mastery Transformations, an integrated approach to spelling, letter names, letter sounds, and handwriting. Through our RISE curriculum, we service students through our Attainment program, which emphasizes Language, Reading, and Math.

Demographics Strengths

- There are 54.8 teachers and co-teachers at Edinburg Academy, 97% of staff identify as Hispanic, and 3% identify as Asian.
- Teacher Experience: 67% of teachers have 1-5 years of education, 27% have 6-10 years of experience, 6% have 11+ years of experience.
- There is a scope & sequence of professional developments that is tailored and progressive with student rigor and focus of mastery that is integrated with research based teaching strategies.
- There is intentional alignment between College Prep and Academy that is focused on increasing parent engagement by ensuring mailers are in home language.
- TELPAS Goal met with a 57%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause:** However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Problem Statement 2: IDEA Academy Edinburg was not able to meet the 97.0% district goal for Average Daily Attendance (ADA) this school year. **Root Cause:** There was a lack of clear, outlined processes that explained pertinent roles of all stakeholders such as teachers and administrators. The current process was transactional and was not clear.

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Totals	Percentage	
Total Tests	362	362	117	841		
Approaches GL or Above	279	250	84	613	73%	
Meets GL or Above	168	131	41	340	40%	
Masters GL	84	55	18	157	19%	

Student Learning Strengths

We have identified an area of need in literacy, reading overall, writing, and the lack of special education as a sub pop meeting grade-level expectations. Each teacher tracks their student's performance throughout the year using data teams aligned to the state and national standards and data discussions occur monthly to communicate progress and action plans with the administration. All teachers have individual data binders that they track student progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause:** Lack of purposeful vertical alignment meetings.

Problem Statement 2: Decrease in meets and masters from STAAR to Mock. **Root Cause:** The lack of focus on meets and masters as previous year instruction.

School Processes & Programs

School Processes & Programs Summary

IDEA Academy Edinburg offers rigorous core instruction in Grades PK-5 that is challenged through engaging and thorough education provided through a vertically aligned program focused on the Texas Essential Knowledge and Skills for all subject areas. The school uses data analysis, including norm-referenced and criterion-referenced assessments, to diagnose student knowledge, skills, and mastery. IDEA Academy Edinburg continuously monitors progress in acquiring grade-level content and skills throughout the year. This is essential to providing individualized learning for all students. Individualized learning ensures students are mastering content and skills within their zone of proximal development. For students in PreK-2, literacy instruction is delivered using a systematic phonics program that includes homogenous grouping based on student placement test results. In kindergarten through 5th grade, students engage in individualized instruction and practice through adaptive software in mathematics and literacy. All students at IDEA Public Schools are issued a personal technology device to access education from anywhere and anytime.

School Processes & Programs Strengths

Curriculum & Instruction:

- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive mathematics and literacy software and hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards and the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff to develop teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming adequately prepares students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 in the top 1% of schools nationwide by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2022-2023, with 57% of ELs meeting that target.
- IDEA provides targeted research-based instruction to students with a 2.0-year gap in Reading and/or Math to close that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 22-23 school year, 63% met Math goals through the RenSTAR platform.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school behavior process is not effectively addressing students' behavioral needs, leading to frequent disruptions, disciplinary issues, and hindering the overall learning environment. **Root Cause:** Ineffective behavior process due to the lack of consistent and comprehensive strategies and communication. Teachers and school staff did not receive sufficient training or support in behavior management techniques. They lack the necessary skills and knowledge to identify and address disruptive behavior's underlying causes effectively.

Perceptions

Perceptions Summary

Edinburg Academy teachers and staff believe that student success stems from collaboration. When everyone operates as a Professional Learning Community, best practices are aligned and everyone is accountable for results. Students and staff learn together and connect through restorative practices, intentional social-emotional learning, and experiences that support a collaborative culture. Edinburg Academy staff believe that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. Once a month, Edinburg Academy holds student celebration through pep rallies, classroom celebrations, and come together as a team.

Perceptions Strengths

- Parent Survey's are collected twice a year: Middle of Year, End of Year. This survey is known as the "Panorama Survey" where they can provide direct feedback to the school.
- Teachers reach out to parents within 24 hours of initial contact.
- There are monthly student celebration and engagement events
- Monthly parent engagement activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause:** Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Problem Statement 2: Parent involvement and relationships, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There are limited opportunities with the school in activities that are partnered with parents/community members. They may do not feel confident in participating because of working multiple jobs to support family, language barriers, knowledge of curriculum, and time.

Priority Problem Statements

Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential.

Root Cause 1: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there.

Root Cause 2: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation.

Root Cause 3: Lack of purposeful vertical alignment meetings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The school behavior process is not effectively addressing students' behavioral needs, leading to frequent disruptions, disciplinary issues, and hindering the overall learning environment.

Root Cause 4: Ineffective behavior process due to the lack of consistent and comprehensive strategies and communication. Teachers and school staff did not receive sufficient training or support in behavior management techniques. They lack the necessary skills and knowledge to identify and address disruptive behavior's underlying causes effectively.

Problem Statement 4 Areas: School Processes & Programs

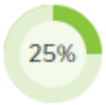
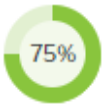
Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: IDEA Academy Scholars Develop a College Identity

High Priority

Evaluation Data Sources: Culture rubric/rounds, lead team instructional rounds, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement college bound culture to promote a college identity within scholars **Strategy's Expected Result/Impact:** 100% of students will know a university name and where they would like to attend **Staff Responsible for Monitoring:** Teachers/Co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 1				

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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

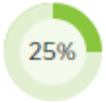
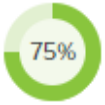
Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: TSIA Prep, TSIA benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement supplemental software for students **Strategy's Expected Result/Impact:** Increase foundational literacy and mathematics in students **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				
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Performance Objective 2 Problem Statements:

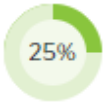
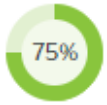
Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: College Prep Average ACT score of 21 or better by high school graduation (HB3)

HB3 Goal

Evaluation Data Sources: ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use of ACT academic vocabulary in classrooms **Strategy's Expected Result/Impact:** Increase academic vocabulary amongst students in preparation for ACT. **Staff Responsible for Monitoring:** Instructional Team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 1: All IDEA students matriculate to college

Performance Objective 4: 100% of Academy scholars are academically on grade level in all subject areas especially math/reading and are on track to be promoted to the next grade level.

High Priority

Evaluation Data Sources: Report Cards, Progress Reports, Academic Trackers, OTG Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Individualized student tracking and implementation of intervention plans for all students who are not on grade level. **Strategy's Expected Result/Impact:** All students on track to be promoted to next grade level and immediate action to intervene when a student is in jeopardy of failing. **Staff Responsible for Monitoring:** Teachers, Interventionists, Administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IDEA Edinburg Academy grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 40% in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: Semester Exam data
STAAR MOCK data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial minutes will be provided to students during the week and on Saturdays. **Strategy's Expected Result/Impact:** Students will increase their content mastery and practice **Staff Responsible for Monitoring:** Teachers, administrative team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IDEA Edinburg Academy grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33% to 35% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam data
STAAR MOCK data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutorial minutes will be provided to students during the week and on Saturdays. **Strategy's Expected Result/Impact:** Students will increase their content mastery and practice. **Staff Responsible for Monitoring:** Teachers, administrative team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IDEA Edinburg Academy 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock assessment, TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SIOP training for staff **Strategy's Expected Result/Impact:** Implementation of best practices within their lesson plans targeting the emergent bilingual population **Staff Responsible for Monitoring:** principal, teachers, instructional leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 locus dashboard, campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a robust data tracking system to regularly assess student progress toward meeting the educational standards outlined by HB4545 and use formative and summative assessments to measure growth and adjust interventions as needed. **Strategy's Expected Result/Impact:** Students receive tailored instruction to their academic needs to accelerate their learning **Staff Responsible for Monitoring:** principal, instructional team, content teachers, intervention teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: campus tracker, IEP tracker, STAAR scores, district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementing instructional strategies and supports **Strategy's Expected Result/Impact:** Students will master content material through differentiation of strategies and supports **Staff Responsible for Monitoring:** teachers, instructional leaders, special education teacher, principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Edinburg Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Evaluation Data Sources: Locus dashboard, weekly assessments, district assessments, campus trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Focus on individual student academic needs through data analyzing **Staff Responsible for Monitoring:** principal, instructional leaders, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: IDEA Edinburg Academy will host literacy nights and math nights for parents. **Strategy's Expected Result/Impact:** Increase reading scores, increase literacy among students, increase parent participation **Staff Responsible for Monitoring:** Counselor, teachers, lead team **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - Title I, Part A (4120) - $1,778.35	N/A	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.
Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 3: Increase student persistence

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

HB3 Goal

Evaluation Data Sources: Campus Safety Family Survey via Panorama

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that administered infractions are handled and communicated to parents within 48 hours of incident including restorative justice techniques for students **Strategy's Expected Result/Impact:** Increase student belonging by 1pt on the student-teacher panorama survey provided during the spring semester of the 2023-2024 school year. **Staff Responsible for Monitoring:** Instructional Leadership, counselor, Assistant Principal of Operations **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

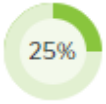
Goal 3: Increase student persistence

Performance Objective 2: IDEA Edinburg Academy will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall, Progress Towards Goals Meetings and Report Card Pick Up. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Parent Sign In Sheets, Social Media Flyers, Parent Communication via Remind

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) **Strategy's Expected Result/Impact:** Increase parent participation by 20% by end of 2023-2024 school year. **Staff Responsible for Monitoring:** School Counselor, Teachers, Instructional Leaders **Title I:** 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Notepads, highlighters, pens, pencils, manuals - Title I, Part A (4120) - $1,778.34				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 3: Increase student persistence

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

HB3 Goal

Evaluation Data Sources: District provided research-based lessons via move this world, Counselor will track progress of presentations by using Move this World curriculum activity log via the dashboard online.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include an emphasis on bullying prevention by focusing on school climate and building healthy relationships between students and staff. **Strategy's Expected Result/Impact:** Decrease campus infraction forms as a result of bullying by 20% by the end of the 2023-2024 school year **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Edinburg will achieve a 96% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily Power School reporting based on Official Attendance Taking Period (OATP) will be used to measure ADA and obtain weekly reports on truant students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Edinburg will implement a minute-by-minute strategy where ADA will be checked every morning and parent contact will be made in a daily basis by teachers and leadership team. **Strategy's Expected Result/Impact:** Daily communication with parents will be accomplished, and a partnership will be formed with parents of truant students to prevent loss of credit. **Staff Responsible for Monitoring:** Lead Team members will be monitoring daily teacher phone calls and will report results during a daily ADA huddle. **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: An Escalation Process will be used to address truant students which involves several stakeholders and be able to prevent students from accumulating excessive unexcused absences that lead to loss of credit or retention after 18 unexcused absences are captured during the OATP process. **Strategy's Expected Result/Impact:** We expect to achieve 96% ADA rate by end of the year, and 0 students reaching past 18 non excused absences. **Staff Responsible for Monitoring:** APO will be monitoring the escalation matrix and reporting progress during the weekly tactical meeting. **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parental involvement is low specifically in the area of how do parents support their students academically. Grades K-5 students need immediate interventions by focusing on language, behavior, fine/gross motor, cognition and other developmental areas to ensure students are receiving a free appropriate education and to maximize their learning potential. **Root Cause**: However, parental knowledge, outreach, engagement and an understanding of age-appropriate development of children contributes to lack of awareness.

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: Fitness ambassadors, fitness gram tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly incentive celebrations for scholars that have met the IHT goals **Strategy's Expected Result/Impact:** Incentive plans and monthly benchmarks **Staff Responsible for Monitoring:** Coaches, Instructional Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Grades K-5 curriculum alignment of contents and grade level with TEKS incorporation. **Root Cause**: Lack of purposeful vertical alignment meetings.

Goal 5: Increase staff retention

Performance Objective 1: IDEA Edinburg Academy 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: Cornerstone goal setting, Round 2: 2x2, annual performance review, and pulse check survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Increase in teacher retention by 10% **Staff Responsible for Monitoring:** Instructional leaders and executive principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	25%	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Goal 5: Increase staff retention

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

High Priority

Evaluation Data Sources: Staff retention tracker, Academy chessboard tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria. **Strategy's Expected Result/Impact:** Students receive high-quality instruction. **Staff Responsible for Monitoring:** Executive Principal and IDEA Edinburg talent partner **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	25%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Building relationships with various levels of teachers, staff, and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know what they need to do to get there. **Root Cause**: Academic gaps exist due to lack of building relationships for some students along with behavior challenges. Students at Edinburg Academy have behavior challenges due to trauma, language barriers, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior and learning strategies training for staff.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	2			$1,778.35
3	2	1	Notepads, highlighters, pens, pencils, manuals		$1,778.34
				Sub-Total	$3,556.69
				Budgeted Fund Source Amount	$3,556.69
				+/- Difference	$0.00
				Grand Total Budgeted	$3,556.69
				Grand Total Spent	$3,556.69
				+/- Difference	$0.00