

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



**Public Presentation Date:** August 23, 2023

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

Revised/Approved: August 23, 2023

## Demographics

### Demographics Summary

IDEA Elsa Academy currently houses over 800 student enrollment for grades Pk-5th. Our female population 47.08%, male population 52.92%. We also house 94.53% of Hispanic race population. An open enrollment charter school that services students from within city of Elsa and outside Donna, Weslaco, Monte Alto and La Villa. Elsa Academy currently services over 52.92% Emergent Bilingual students and have 65.34% At Risk identified students.

The instructional programs at IDEA Elsa Academy consists of the 21st century after school program, Bilingual and EB program, 504, RTI the special education program, which consists of speech classes and life skills.

According to the Texas Education Agency Accountability System, IDEA Elsa Academy received and A for the 2021-2022 school year and received distinctions for Academic Achievement in English Language Arts Reading and Post secondary readiness.

### Demographics Strengths

With over 94% Economically Disadvantaged students, our school is able to provide free meals to the entire student population. IDEA Public Schools offers our teachers professional development opportunities periodically throughout the year to improve quality learning in the classroom. Our organization continues to market and survey to provide all teachers a competitive salary compared to other school districts. Teachers work diligently through after school tutoring, sat school to support in closing the learning gaps for students At Risk.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased. **Root Cause:** Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.

**Problem Statement 2 (Prioritized):** There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year. **Root Cause:** There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.

**Problem Statement 3:** There is a need to increase interventions to address the growing numbers of new to IDEA students who struggle/do not know how to read in 3rd-5th grade. **Root Cause:** One interventionist is made available for 3rd-5th and student schedules minimize flexibility to pull students for reading intervention.

**Problem Statement 4:** There is a need to increased focus on successful implementation of RTI, cohesive writing curriculum, and differentiated instruction and practices. **Root Cause:** Resources available, and different curriculums divide (Wit & Wisdom and BAW) limit an intentional implementation of writing instruction. Staff must increase awareness of RTI students and consistently practice implementing the supports RTI students need to be successful. Differentiating instructions begins with teachers setting a plan during lesson internalization and lesson planning.

# Student Learning

## Student Learning Summary

In Kindergarten through 2nd grade, our student learning outcomes were overall excellent . Kinder, 1st, and 2nd Grade Mathematics took End of Year Blind Exams in which we averaged about 92% of our students passing the exam at an Approaches Band. Mathematics Breakdown is as follows, Kindergarten 97%Approaches/69%Masters, 1st Grade Math 92% Approaches/61%Masters, 2nd grade Math 82%Approaches/22%Masters. In PK-2 students also showed high mastery. As per our Direct Instruction Reading Transformations Program, PK 100%, Kinder 97%, 1st 90%, 2nd 96% of students ended the year on or above grade level; this is the first year that 1st grade meets this benchmark; which attest to successful closing of gaps for our foundational grades.

In our CSI , Critical Student Intervention Program , in grades 3-5, our campus fell 8 students shy of meeting the district goal. In Reading , the goal is for 50% of students to grow two or more years as per the program Renaissance Star, our students ended the year at 44%. In Math, the goal is for 60% of students to grow two or more years as per the program Renaissance Star, our students ended the year at 48%. This outcome was due to not targeting foundational gaps in reading and math fluency and comprehension. The plan for the upcoming year is to create a scope and sequence of fluency and foundational gaps to target.

Spring 2023 was the first time 3rd- 5th grade students took the STAAR state assessment online. Pending Scores Aug 11th

STAAR ALT 10 out of 10 STAAR ALT exams in 3rd and 4th ELA and Math resulted in 100% Satisfactory - \_\_\_\_\_% Accomplished . This outcome was the intentional execution of backwards planning to the rigor of the assessment as well as the Attainment Curriculum.

HB4545 students growth goal is 85%. Results showed \_\_\_ growth.

EB students goal is a student achievement score of 37. EB students score an SAS of \_\_\_\_\_.

SPED student goal is a student achievement score of 23. Our students scored an SAS of \_\_\_\_\_.

TELPAS goal is a student achievement score of 42acc

LAST Year Sample Below

**Our dedication to ensure our students receive the best education possible begins in Kindergarten. Systems for instructional delivery will continue to be practiced and consistently monitored to create intentional and effective daily lesson delivery across all grade levels, not just 3rd-5th.**

## Student Learning Strengths

- 3rd-5th ELAR we were above district average in mock exams.
- 3rd Math we scored a student achievement average higher than 2022 STAAR on mock exam.
- 5th Grade Science scored 1st place in Mid-Valley region.
- Sped students in 3rd-5th showed an increase above district average and were highlighted at the district level.
- Teachers showed a proficiency of advanced skill in unpacking assessments consistently before beginning each module and unit.
- Telpas accountability measure was obtained in Mock Telpas assessment given in October.
- Students successfully tracked daily TEKS performance on mastery machine systems after mock exams.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** There was no differentiated instruction in an effort to meet student needs to improve student performance among all low-performing groups. **Root Cause:** Teachers were trained in the skill of differentiating instruction for all student groups.

**Problem Statement 2:** The percent of 3rd-5th students passing quarterly reading and math assessments are minimal. **Root Cause:** Curriculum is often lacking the rigor and teachers often have to create lessons aligned to rigor of state assessment.

**Problem Statement 3:** Teachers lesson plans are not fully aligned to TEKS for reading and math. **Root Cause:** Teachers are still developing in how to create lessons that are fully aligned to the TEKS using the districts scope and sequence.

**Problem Statement 4 (Prioritized):** Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. **Root Cause:** Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.

**Problem Statement 5 (Prioritized):** Teachers did not deliver a first strong instruction lesson. **Root Cause:** Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

**Problem Statement 6 (Prioritized):** There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause:** Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

# School Processes & Programs

## School Processes & Programs Summary

Instructional leaders at IDEA Elsa Academy participate in classroom observations twice a week and develop skills in coaching, participate in coaching academies during their first year as leaders, and continue participating on ongoing professional development. Each leader is responsible for a specific content, which allows them to focus and develop necessary skills in that area. We plan for professional development for teachers based on trends in observations and gaps in student learning identified through data from state, district or exit tickets. Leaders support teachers in different content areas by providing modeling in classroom, weekly lesson rehearsals for 3rd-5th, and providing opportunity for teachers to have conference with same content teachers. This allows them to share ideas, develop skills and plan together in skills that align to their content.

We have programs including AR zone and Dreambox. Our AR Zone program supports students in developing comprehension by allowing students time to read and test on books. Dreambox allows students to participate in interactive engaging math lesson, which can be aligned to what students are learning in the classroom to strengthen their mathematics skills.

Programs:

- Special Education
- ESL
- 21st Century
- 504
- RTI

Processes:

- Faculty meetings- Bi-weekly
- RTI - to support students academically or with behavior - Every 6-9 weeks

See PDF in Addendum for more information.

## School Processes & Programs Strengths

- 100% of students in the HB4545 program met required minutes.
- Students participated in after school programs

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. **Root Cause:** There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

**Problem Statement 2 (Prioritized):** There is not a consistent system for disciplinary consequences for students. **Root Cause:** There is a lack of consistent accountability in school

culture expectations and documentation processes are not followed with fidelity.

**Problem Statement 3:** There is lack of diverse activities provided in after school programs. **Root Cause:** There is no teacher participation and budget limits the types of activities that can be offered.



# Perceptions

## Perceptions Summary

IDEA Elsa Academy provides staff, parents and students an opportunity to share their concerns by completing a school survey every year. We analyze student, staff and parent feedback to get a better understanding of areas we are excelling in and areas that might need more attention. Our mission is to provide a safe, joyful environment for all students and staff. It is essential for IDEA Elsa Academy to collaborate with parents and staff to ensure our students and staff members are successful emotionally, academically and professionally. We have a variety of avenues to communicate with parents, including Class Dojo, Remind, and Facebook. These communication mechanisms allows us to share events and student celebrations through out the year.

IDEA Public Schools has established 7 core values, which we follow diligently. These core values provide the foundation for building a strong atmosphere and are initiatives that push our teachers and students to achieve their best.

We Achieve Academic Excellence

We Deliver Results

We Act with Integrity

We Ensure Equity

We Sweat the Small Stuff

We build team and family

We bring joy

These core values are represented throughout our school and celebrated when teachers or students are found representing any of the 7 listed above. They also help align our mission standards and desired outcomes with our parents.

## Perceptions Strengths

- We are currently over enrolled for 2023-2024 school year
- Teacher retention is currently at 93%
- Student persistence is currently at 95%

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is minimal mentoring supports for teachers in kinder-2nd. **Root Cause:** Instructional rounds and classrooms observations are based off of campus needs and priorities.

**Problem Statement 2 (Prioritized):** There was a decrease in student and staff attendance. **Root Cause:** Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.

**Problem Statement 3 (Prioritized):** There is a minimal response to parental and community surveys. **Root Cause:** There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

**Problem Statement 4:** As per parent responses on survey parents communicated there was little to no communication regarding safety drills. **Root Cause:** Leaders did not prioritize making safety drills public communication.

# Priority Problem Statements

**Problem Statement 1:** There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased.

**Root Cause 1:** Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students.

**Root Cause 2:** There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** There was a decrease in student and staff attendance.

**Root Cause 3:** Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is a minimal response to parental and community surveys.

**Root Cause 4:** There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year.

**Root Cause 5:** There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Teachers did not deliver a first strong instruction lesson.

**Root Cause 6:** Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects.

**Root Cause 7:** Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data .

**Root Cause 8:** Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** There is not a consistent system for disciplinary consequences for students.

**Root Cause 9:** There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.

**Problem Statement 9 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- 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**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

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

# Goals







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

**Performance Objective 1:** Third-grade 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)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** weekly assessments, district assessments, STAAR scores, campus data trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and leaders will track student performance and will create acceleration plans for students performing under the meets performance band after each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student mastery by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leaders, Reading Teachers, Assistant Principals of Instruction, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p>

## Student Learning

**Problem Statement 6:** There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . **Root Cause:** Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .

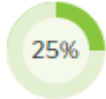







**Goal 1:** IDEA achieves an A Rating

**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 33% to 35% in Spring 2024. (HB3)

**HB3 Goal**

**Evaluation Data Sources:** weekly assessments, district assessments, STAAR Scores, campus data trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and leaders will track student performance and will create acceleration plans for students performing under the meets performance band after each unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase by 5% in meets for Math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, API's, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 6 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
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**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p>
<p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. <b>Root Cause:</b> There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.</p>

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

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

**Evaluation Data Sources:** Mock TELPAS, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide quarterly professional development opportunities for staff that introduces the best practices for working with EB population.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EB student meets percentages in state assessments and Telpas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselor, assistant principals, principal.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. <b>Root Cause:</b> Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.</p> <p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. <b>Root Cause:</b> There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.</p>

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

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

**Evaluation Data Sources:** campus trackers, HB4545 dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will roll out an operating mechanism for identifying, servicing, and logging in minutes on a weekly basis based on tutoring and minute tracking in PowerTeacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of students passing state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant principals, principal, interventionists.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 6 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p>
<p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. <b>Root Cause:</b> There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.</p>

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

**Performance Objective 5:** 40% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**Evaluation Data Sources:** campus data trackers, weekly assessments, district assessments, STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide quality lessons on foundational reading, writing and math skills on a daily basis as per the Performance Level Descriptors Blueprint.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student number of sped students to reach meets or masters in state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Sped point person, gen ed teachers, sped teachers, assistant principals, principal.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. <b>Root Cause:</b> Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.</p>
<p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. <b>Root Cause:</b> There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.</p>

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

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

**Evaluation Data Sources:** Locus dashboard, weekly assessments, district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the student achievement score to 57</p> <p><b>Staff Responsible for Monitoring:</b> teachers, assistant principals, principal.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 6 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>50%</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue				

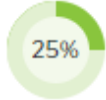





**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Sped and Emerging EB students' data on district wide assessments performed below Target Achievement Score on grades 3rd-5th STAAR tested subjects. <b>Root Cause:</b> Gen ed teachers, SPED teachers and leaders failed to execute best practices to close gaps for students to perform on grade level rigor.</p> <p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p> <p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers did not effectively implement instructional best practices for working with EB's, and at-risk students. <b>Root Cause:</b> There's no targeted professional development to support teachers with strategies and tactics to target EB's and at-risk students need to be readily available.</p>

**Goal 2:** Increase student persistence

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

**Evaluation Data Sources:** campus drill tracker, dashboard data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and staff will be trained on monthly safety drills to ensure student safety.  <b>Strategy's Expected Result/Impact:</b> Increase awareness and effective safety systems.  <b>Staff Responsible for Monitoring:</b> Assistant principal of operations, principal, crisis team.</p> <p><b>Title I:</b>                      4.1, 4.2                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

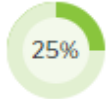

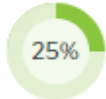





Perceptions
<p><b>Problem Statement 2:</b> There was a decrease in student and staff attendance. <b>Root Cause:</b> Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.</p>

**Goal 2:** Increase student persistence

**Performance Objective 2:** 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))

**High Priority**

**Evaluation Data Sources:** Parent event sign in documentation, parent survey responses.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family engagement by 10%</p> <p><b>Staff Responsible for Monitoring:</b> counselor, social worker, assistant principals, principal and teachers.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>50%</p>		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Translate events into Spanish</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement and participation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, assistant principals, principals, social worker, APO</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Translating materials, technology, resources - Title I, Part A (4120) - \$3,774.34</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>50%</p>		
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** There is a challenge with on boarding of new students and families that continuously supports the IDEA culture. Family on boarding occurs at the start of the school year through new student culture camp and Welcome to IDEA but does not have any further touch points throughout the school year. **Root Cause:** There is a need to ensure parent engagement is tracked for critical students so that parent acquire best practices and tools to best support students at home.

**Perceptions**







**Problem Statement 3:** There is a minimal response to parental and community surveys. **Root Cause:** There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.



**Goal 2:** Increase student persistence

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

**Evaluation Data Sources:** Safer Smarter Schools Excel tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will implement and deliver required curriculums within the first week of school to abide by the compliances required by the state.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the amount of bullying incidents by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Social worker, counselor, principal, assistant principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to address disciplinary processes for students who struggle to adapt to IDEA student culture. Student referral did not decrease rather increased. <b>Root Cause:</b> Re establish a behavioral plan that includes positive reinforcements, consequence ladder and roles/ responsibilities of all stakeholders involved.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is not a consistent system for disciplinary consequences for students. <b>Root Cause:</b> There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.</p>

**Goal 3:** Increase student daily attendance

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

**Evaluation Data Sources:** Excel Student tracker, watches.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student physical activity during the allotted PE times and track student goals in a weekly basis.  <b>Strategy's Expected Result/Impact:</b> Increase the amount of students reaching goal by 80%  <b>Staff Responsible for Monitoring:</b> PE coach, assistant principal, and principal.</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

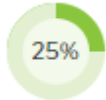





Student Learning
<p><b>Problem Statement 6:</b> There was a reactive approach to data -driven instruction such as Exit Ticket Data or Summative Assessment Data . <b>Root Cause:</b> Teachers lacked skill of using data to monitor student learning throughout the lesson cycle .</p>

**Goal 3:** Increase student daily attendance

**Performance Objective 2:** IDEA Elsa Academy will achieve a 96.20% annual attendance rate for the 23-24 school year

**High Priority**

**Evaluation Data Sources:** Tracker for Daily Attendance Average through powerschool, Excel tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Escalation matrix with fidelity at each level of offense involving all campus staff and stake holders.  <b>Strategy's Expected Result/Impact:</b> Increase daily average attendance by 4%  <b>Staff Responsible for Monitoring:</b> Assistant principal of operations, teachers, principals, counselors.</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
			N/A	
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> There is not a consistent system for disciplinary consequences for students. <b>Root Cause:</b> There is a lack of consistent accountability in school culture expectations and documentation processes are not followed with fidelity.</p>
Perceptions
<p><b>Problem Statement 2:</b> There was a decrease in student and staff attendance. <b>Root Cause:</b> Lack of knowledge and follow through of student/staff handbook policy and expectations for staff and students.</p>
<p><b>Problem Statement 3:</b> There is a minimal response to parental and community surveys. <b>Root Cause:</b> There was a lack of investment with teachers prioritizing and communicating with parents the importance of survey responses/feedback, along with lack providing parents the opportunities for parents to complete surveys on campus.</p>

**Goal 4:** Increase staff retention

**Performance Objective 1:** 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

**Evaluation Data Sources:** Cornerstone, assistant principals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teachboost documentation by 20%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principals, principal</p> <p><b>Title I:</b> 2.4, 2.5</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

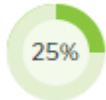





Student Learning
<p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p>

**Goal 4:** Increase staff retention

**Performance Objective 2:** IDEA Elsa Academy is 95% staffed for all teacher positions throughout the 2023-24 school year.

**High Priority**

**Evaluation Data Sources:** Persistence tracker, surveys, and assistant principals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit and hire high quality candidates per role by using high quality resume criteria  <b>Strategy's Expected Result/Impact:</b> Maintain a 95% or higher of staff retention</p> <p><b>Title I:</b> 2.5, 2.6  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Teachers did not deliver a first strong instruction lesson. <b>Root Cause:</b> Teachers submitted exemplars that did not reflect all the lesson plan components for a strong first teach.</p>

**Goal 5:** Increase student enrollment (no required performance objectives/strategies)

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Translating materials, technology, resources		\$3,774.34
<b>Sub-Total</b>					\$3,774.34
<b>Budgeted Fund Source Amount</b>					\$3,774.34
+/- Difference					\$0.00
<b>Grand Total Budgeted</b>					\$3,774.34
<b>Grand Total Spent</b>					\$3,774.34
+/- Difference					\$0.00