

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



**Public Presentation Date:** August 4, 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 4, 2023

## Demographics

### Demographics Summary

IDEA Frontier Academy is an independently managed Title 1 Part A charter school within the IDEA Public Schools systems in the Rio Grande Valley. It is located in Brownsville, TX and was founded in 2006. The total size of our student enrollment on campus is 818 students. It currently has students enrolled from PK – 5<sup>th</sup> grade. At the moment, there are 96 Pre-kindergarten (11.74%) students enrolled, 116 Kindergarten (14.18%) students enrolled, 125 1<sup>st</sup> grade (15.28%) students enrolled, 111 2<sup>nd</sup> grade (13.57%) students enrolled, 122 3<sup>rd</sup> grade (14.91%) students enrolled, 124 4<sup>th</sup> grade (15.16%), 124 5<sup>th</sup> grade (15.16%) students enrolled. IDEA Frontier uses the latest technology and commits to ensuring high expectations and high standards of performance so that students can be college ready. We have various special programs for our students where we communicate with IDEA Frontier parents. This includes having a Dyslexia Program, Section 504 Program, Special Education Program, an Emergent Bilingual (EB), Bilingual, and Alternative Bilingual Language Program for our students. IDEA Frontier Academy focuses on underserving communities in the Rio Grande Valley to achieve academic excellence because it is our recipe for success.

### Demographics Strengths

- IDEA Frontier Academy is committed to achieving its mission of “College for All Students” no matter what subpopulation.
- IDEA Frontier Academy offers various student programs, such as SPED, Section 504, CSI, and 21<sup>st</sup> Century for our students after school.
- IDEA Frontier Academy also serves economically disadvantaged students, and we aim to close the gaps for those students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 79% of students not meeting EOY DI goal in K-2nd are EB students. **Root Cause:** The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.

**Problem Statement 2 (Prioritized):** The number of students with social and emotional needs is unknown. **Root Cause:** We do not have a counselor to treat or track social and emotional data.

**Problem Statement 3:** 9% of 5th grade students are EL Students. **Root Cause:** IDEA does not provide an EL Program during the school year.

# Student Learning

## Student Learning Summary

Student achievement has increased throughout contents. They did so by implementing STAAR contents strategies that contributed to an increase in data. ELA used strategies such as text evidence, text features, and story elements. Math vertically implemented both aligned STAAR and Eureka strategies. Writing and reading skills were developed with the implementation of writing in the Social Studies curriculum. These strategies helped us by increasing the data by at least 10 SAS points per subject throughout the year.

## Student Learning Strengths

### ELA

- The students are able to locate Text Evidence from the passage.
- The students are able to identify Text Features within a text.
- The students are able to organize Story Elements in a fiction passage.

### Math -

- K-2 - The use of manipulatives and implementation of different strategies, do nows, and student practice help build on Eureka strategies contributed to an increase in first-grade Math Assessment data.
- 3<sup>rd</sup>-4<sup>th</sup> Implementing vertically aligned STAAR strategies while building on Eureka's strategies contributed to an increase in STAAR scores.

### Science & SS:

- Sentence stems are utilized for lower and upper grades during the beginning of modules.
- Use of graphic organizers to support Special Pops and ELL students.
- Students are able to use the beginning, middle, and end. Upper grades use RACE to write an open-ended response.

### DI –

- 1. Students can track lesson progress utilizing student trackers.
- 2. Students are consistently focused and developing their writing and listening skills.
- 3. Students learn at mastery within their learning reading level.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. **Root Cause:** Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

**Problem Statement 2 (Prioritized):** Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. **Root Cause:** Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

**Problem Statement 3 (Prioritized):** DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students  
**Root Cause:** DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

# School Processes & Programs

## School Processes & Programs Summary

Overall, the school process for communication to parents has improved in cascading school wide expectations and policies. Over 90% of parents receive school communication. In school process for student safety and bullying there are areas of improvement to have a streamlined process to report and follow up with concerns.

## School Processes & Programs Strengths

- 90% of parents receive information in a language they understand.
- 95% of parents and adults understand school policies, rules and expectations.
- 98% of parents believe school prepares their children for college.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 50% percent of the students are not involved in at least one activity, such as a club, music, sports or volunteering. **Root Cause:** There are limited options in the survey. Lower grades pk-2nd are not able to participate in the majority of after school activities. Safety concerns due to grade level and not enough staff to overlook every student. This question should target upper grades or have more options for lower grades. The school lacks a system to collaborate with 21st Century to include more age inclusive clubs.

**Problem Statement 2 (Prioritized):** 12% of parents believe their child will not report unsafe or dangerous behavior. **Root Cause:** Students are not aware of how to report a problem or unsafe behavior. Parents are also not aware on the proper system students should use to report dangerous or unsafe behavior. Also, there is no set system in place at school that communicates to parents/students, about the proper system for reporting.

**Problem Statement 3 (Prioritized):** 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative. **Root Cause:** Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

# Perceptions

## Perceptions Summary

Frontier Academy had 88.2% staff satisfaction in the Great Places to Work survey. It highlights the pride our staff feels in our accomplishments and how they are treated fairly while doing meaningful work. However, it also brought to light that staff do not feel fairly compensated and that the workload makes it difficult to find work life balance thus causing them to feel that they are not in an emotionally and mentally safe place. We believe that this also impacted on our low staff retention results. Our enrollment goal was met and overall, Frontier has successfully persisted 95% of our students this year but at a low attendance. We came in 7<sup>th</sup> out of 143 schools in the district at 95.9%.

## Perceptions Strengths

- There is a sense of pride in our culture and the work we accomplish as a team.
- We are receptive to parent feedback and strive for continuous improvement.
- Our school communication systems with stakeholders keep all informed of special events, expectations, and instruction.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student ADA goal not met across the school and 6 out of 7 grade levels. **Root Cause:** Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

**Problem Statement 2 (Prioritized):** Frontier lost 11 staff members. **Root Cause:** Four staff members struggled with work-life balance and three of them were not a good fit for our culture. We believe that the gap originates in our interview process.

**Problem Statement 3:** Staff survey statement: IDEA is a mentally and emotionally healthy place to work came in at 62.5% **Root Cause:** Staff has a misunderstanding of the meaning of the question.

# Priority Problem Statements

**Problem Statement 1:** The number of students with social and emotional needs is unknown.

**Root Cause 1:** We do not have a counselor to treat or track social and emotional data.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 79% of students not meeting EOY DI goal in K-2nd are EB students.

**Root Cause 2:** The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay.

**Root Cause 3:** Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources.

**Root Cause 4:** Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students

**Root Cause 5:** DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 12% of parents believe their child will not report unsafe or dangerous behavior.

**Root Cause 6:** Students are not aware of how to report a problem or unsafe behavior. Parents are also not aware on the proper system students should use to report dangerous or unsafe behavior. Also, there is no set system in place at school that communicates to parents/students, about the proper system for reporting.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Student ADA goal not met across the school and 6 out of 7 grade levels.

**Root Cause 7:** Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Frontier lost 11 staff members.

**Root Cause 8:** Four staff members struggled with work-life balance and three of them were not a good fit for our culture. We believe that the gap originates in our interview process.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative.

**Root Cause 9:** Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

**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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Other additional data



# Goals


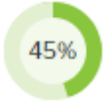




**Goal 1:** All IDEA students matriculate to college

**Performance Objective 1:** 1st - 5th grade students will have a combined 20% increase of "students on grade level" assessed by both Reading and Math RenSTAR by May 2024.

**High Priority**

**Evaluation Data Sources:** RenSTAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained in RenSTAR by August 2023. <b>Strategy's Expected Result/Impact:</b> Teachers will understand RenSTAR metrics Teachers will be able to analyze and track data to identify interventions <b>Staff Responsible for Monitoring:</b> S. Pando A. Borrego L. Hernandez D. Gutierrez  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will be trained on what RenSTAR is and how it impacts their academic goals. <b>Strategy's Expected Result/Impact:</b> Students will understand RenSTAR. Students will be invested in their RenSTAR score. <b>Staff Responsible for Monitoring:</b> L. Hernandez S. Pando A. Borrego D. Gutierrez  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June
					
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




### Performance Objective 1 Problem Statements:








Demographics
<b>Problem Statement 1:</b> 79% of students not meeting EOY DI goal in K-2nd are EB students. <b>Root Cause:</b> The DI program has a heavy focus on reading and doesn't focus on language development. There aren't many opportunities in script to elaborate and accommodate for language learners.
Student Learning
<b>Problem Statement 1:</b> The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. <b>Root Cause:</b> Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.  <b>Problem Statement 2:</b> Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. <b>Root Cause:</b> Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.  <b>Problem Statement 3:</b> DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students <b>Root Cause:</b> DI- Low student attendance paired with no strategic plans for absent students to not fall behind.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024 (HB3)

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR
  - IA's
  - LA's
  - Mocks
  - UE's
  - EOM's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train Writing, Reading, and Social Studies teachers to use text based evidence questions <b>Strategy's Expected Result/Impact:</b> Use text based evidence questions in student practice in Writing, Reading, and Social Studies Provide text based evidence question feedback in lesson plans <b>Staff Responsible for Monitoring:</b> A. Borrego S. Pando O. Casanova I. Betancourt  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train 2nd -5th grade students and teachers in the writing process of completing an extended constructed response <b>Strategy's Expected Result/Impact:</b> 2nd -5th grade students will be able to complete an extended constructed response <b>Staff Responsible for Monitoring:</b> A. Borrego S. Pando ELAR Teachers Writing Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. <b>Root Cause:</b> Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.

Goal 2: IDEA achieves an A Rating

**Performance Objective 2:** IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers consistently implement the RDW strategy for all word problems and hold students to high expectations.  <b>Strategy's Expected Result/Impact:</b> Students will be able to identify operations in word problems Students will identify what questions are asking Students will comprehend word problems <b>Staff Responsible for Monitoring:</b> L. Hernandez  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. <b>Root Cause:</b> Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Goal 2: IDEA achieves an A Rating



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








High Priority

Evaluation Data Sources: TELPAS

TELPAS Mock

Summit K 12 usage

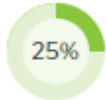






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of Summit K 12 starting in September with clear student and teacher expectations <b>Strategy's Expected Result/Impact:</b> Students will be able to use scratch paper as allowed Students will be able to complete the listening and speaking practice components Students will be able to write in complete sentences using grade level academic vocabulary <b>Staff Responsible for Monitoring:</b> A. Borrego Science/Social Studies Teachers L. Hernandez S. Pando D. Cordova  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Train K - 5th grade teachers in SIOP <b>Strategy's Expected Result/Impact:</b> K - 5th grade teachers will be able to incorporate at least 2 strategies in their weekly lessons Coaches will be able to track incorporated strategies through next step receipts tied to the GET. <b>Staff Responsible for Monitoring:</b> S. Pando A. Borrego L. Hernandez D. Cordova O. Casanova A. Borrayo  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: HB4545 Powerschool Reports  
HB4545 Trackers  
Content Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> After every tutoring session, teachers will log in HB4545 minutes within a week starting in September after ALC meetings. <b>Strategy's Expected Result/Impact:</b> Teachers are aware of student completion. <b>Staff Responsible for Monitoring:</b> L. Hernandez Content Teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> The new question types on the STAAR included an extended constructed response which forced teachers to target writing. This caused students to struggle with creating an introduction for an essay. <b>Root Cause:</b> Instead of a focus on the prompt, they focus on what happened in the story. This also challenges the theme, summary, and central idea.
<b>Problem Statement 2:</b> Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. <b>Root Cause:</b> Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.
<b>Problem Statement 3:</b> DI- Students unable to progress in their lesson progress and that is due to the lack of student attendance which resulted in regrouping students <b>Root Cause:</b> DI- Low student attendance paired with no strategic plans for absent students to not fall behind.







Goal 2: IDEA achieves an A Rating

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

High Priority









Evaluation Data Sources: STAAR

IA's  
Mock's  
SE's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers on understanding the IEP requirements for each SPED student during classroom instruction and testing. <b>Strategy's Expected Result/Impact:</b> Teachers will know what each SPED student requires Teachers will assist students to consistently use their IEP folders <b>Staff Responsible for Monitoring:</b> S. Williams S. Serino S. Pando L. Hernandez A. Borrego D. Cordova  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) <b>Strategy's Expected Result/Impact:</b> Teachers are aware of domain gaps and strengths Teachers understand where to focus and how to strategically groups students. Teachers will be able to differentiate 1st and 2nd instruction based on data <b>Staff Responsible for Monitoring:</b> D. Cordova L. Hernandez S. Pando A. Borrego  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent workshop that will educate parents on how to practice math facts (addition, subtraction, multiplication, and division) at home in a engaging manner. <b>Strategy's Expected Result/Impact:</b> Parents will be equiped with the skill to practice math facts to increase math fluency in school. <b>Staff Responsible for Monitoring:</b> M. Orozco L. Hernandez D. Cordova V. Delgado  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> supplies for events, math manipulatives, math fact flashcards, workbooks, incentives - Title I, Part A (4120) - \$2,423.81	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:







Student Learning
<b>Problem Statement 2:</b> Math - Impact on student understanding of math vocabulary, language, and problem-solving paired with new question types that forced teachers to rely heavily on technology with limited resources. <b>Root Cause:</b> Low reading comprehension paired with inconsistency in RDW in the classrooms with implementation of online administered STAAR exams.

Goal 3: 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))







High Priority

Evaluation Data Sources: campus safety scorecard  
bi-semester internal audits

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly campus based safety audits tracked, documented, and followed up in front office binder <b>Strategy's Expected Result/Impact:</b> Campus receive a score of proficient or higher <b>Staff Responsible for Monitoring:</b> M. Munoz L. Larrazolo	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				











Goal 3: Increase student 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))

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) <b>Strategy's Expected Result/Impact:</b> High parent attendance <b>Staff Responsible for Monitoring:</b> M. Orozco	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Increase student persistence



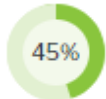





**Performance Objective 3:** 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Backwards planning based on district calendar <b>Strategy's Expected Result/Impact:</b> Frontier Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by district deadline <b>Staff Responsible for Monitoring:</b> M. Orozco	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parent workshops on anti bullying, anxiety, cyber bullying, and consequences for bullying. <b>Strategy's Expected Result/Impact:</b> Parent workshops will education parents to recognize and dangers of bullying, anxiety, cyber bullying, and consequences for bullying. <b>Staff Responsible for Monitoring:</b> M. Orozco D. Cordova L. Larrazolo  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Supplies for events, parent literature, anti bullying motivational incentives, anxiety training manipulatives - Title I, Part A (4120) - \$1,400	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Student trackers  
PowerBi Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will attend PE at least twice a week including CSI students. <b>Strategy's Expected Result/Impact:</b> Students will be present and accumulate minutes more frequently. <b>Staff Responsible for Monitoring:</b> Mr. Sanmiguel Ms. Torres	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students are accumulating minutes to attend the end of year field lesson celebration. <b>Strategy's Expected Result/Impact:</b> Students will be invested in the goal. <b>Staff Responsible for Monitoring:</b> Mr. Sanmiguel Ms. Torres Ms. Hernandez  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> 16% of the parents are not familiar with IDEA's Healthy Kids Here Initiative. <b>Root Cause:</b> Parents are not aware of what IDEA's Healthy Kids Here initiative is. Information is normally shared online through a link. Parents must click on the link to see it and read it. On the link it is not advertised as Healthy Kids Here it is advertised as Harvest of the Month. There is no regular system to promote the initiative with parents, staff, and students.

### Perceptions

**Problem Statement 1:** Student ADA goal not met across the school and 6 out of 7 grade levels. **Root Cause:** Parents lack the commitment to bring their students to school every day and staff are not consistent in bringing joy to students learning.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Frontier Academy will achieve a 97% annual attendance rate for the 23-24 school year








High Priority

Evaluation Data Sources: Daily average attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Escalation matrix used by all stakeholders for absences and tardies <b>Strategy's Expected Result/Impact:</b> 97% daily attendance <b>Staff Responsible for Monitoring:</b> L. Larrazolo D. Pena	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 40%	<div><div></div></div> 40%		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Strategize activities, testing, and incentives for historically low ADA days. <b>Strategy's Expected Result/Impact:</b> 97% ADA on historically low attendance days <b>Staff Responsible for Monitoring:</b> L. Larrazolo D. Pena Grade team leaders	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 50%	<div><div></div></div> 60%		
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 5:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. <b>Strategy's Expected Result/Impact:</b> Teachers are aware of their improvement and gaps. Teachers are developed. <b>Staff Responsible for Monitoring:</b> A. Borrego L. Hernandez D. Cordova S. Pando O. Casanova A. Borrayo S. Williams  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be provided with monthly GET ratings <b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding of their areas of strength and opportunity Teachers will have consistency in receiving feedback Regular feedback creates a psychologically safe environment  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase staff retention

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

High Priority

Strategy 1 Details	Reviews			
<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> Teachers are invested Students do not loose instructional time <b>Staff Responsible for Monitoring:</b> D. Cordova M. Orozco  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Borrayo	Interventionist		Yes

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2	supplies for events, math manipulatives, math fact flashcards, workbooks, incentives		\$2,423.81
3	3	2	Supplies for events, parent literature, anti bullying motivational incentives, anxiety training manipulatives		\$1,400.00
Sub-Total					\$3,823.81
Budgeted Fund Source Amount					\$3,823.81
+/- Difference					\$0.00
Grand Total Budgeted					\$3,823.81
Grand Total Spent					\$3,823.81
+/- Difference					\$0.00