

**IDEA Public Schools**  
**Frontier College Prep**  
**2023-2024 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 College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. IDEA Frontier College Preparatory is located in the southernmost tip of Texas, where we pride ourselves in our rich Hispanic, mostly Mexican, culture that focuses on our old traditions borrowed from our friends just a few miles south. At IDEA Frontier College Prep, 97% of our students are considered Hispanic, with 98% of our students categorized as minorities. That said, our campus graduates 100% of our students, with approximately 85-90% of our graduating classes being the first of their family to matriculating into college. Similarly, 97% of our staff is considered of Hispanic origin, and we pride ourselves in our proficiency in being multilingual. Most of our students and staff Self-study questionnaire: Diploma Programme 10 speak both English and Spanish proficiently, with some of our staff speaking a third language.

Our Alpha IB class graduated in 2018, and we have successfully continued our mission of “College For All.” Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves. We are also the only Diploma Programme in our school district to offer DP Film. This is why IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. IDEA Frontier College Preparatory is a public charter school that ensures equal access for all student applicants. Any student, regardless of location, academic standing, income, or learning ability has an equal opportunity to be accepted into IDEA Frontier College Preparatory, given an application. All of our students in grade 11 and grade 12 take at least two DP subject courses. Aside from our college preparatory course, Road To and Through College (RTTC); Research and Technical Writing (a course that focuses on EE/CAS success); and Academic Block (study hall), all students are considered at least Course Scholars. This is why we promote our campus as an IB-for-ALL campus.

Our staff embody the traits of international-mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars. At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision.

### Demographics Strengths

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. Our Alpha IB class graduated in 2023, and we have successfully continued our mission of “College For All.”

Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves.

Starting the 2023-24 school year, we will be the only Diploma Programme in Brownsville and the Lower Rio Grande Valley. IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. We are ranked as the #1 school in IDEA Public Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High Schools, #14 in Charter High Schools, and #68 in the National Rankings.

Our Diploma Programme staff embody the traits of international mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars.

At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision. This is the reason why IDEA Public Schools continues to grow, year after year. Recently, IDEA Public Schools in Brownsville, Texas have received a grant to upgrade the style and functionality of our science labs. We are fortunate enough to upgrade both of our biology labs to match the style of teaching we promote.

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

**Problem Statement 1:** There is minimal Meets or Masters achievement on State Assessments. **Root Cause:** Teachers lack instructional strategies for differentiated instruction to meet minimal meets and masters student needs.

**Problem Statement 2:** There is a lack of growth for students in sub groups. **Root Cause:** Lack of training and resources to prioritize sub groups.

**Problem Statement 3:** Lack of family engagement has a significant impact on student's academic achievement such as academic struggle, have lower test scores, and be retained in grade. **Root Cause:** Based on our community, parents' work schedules and language barriers may be a factor that prevents them from attending family engagement events.

**Problem Statement 4:** Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

**Problem Statement 5:** Throughout middle school & high school years, there is an Emergent Bilingual population that is not exiting the bilingual program. Without proper intervention, these Emergent Bilingual students are struggling to pass state assessments, advance placement exams and IB courses. **Root Cause:** Teachers lack proper training on EB strategies that can be used across content areas. School did not provide resources to students for language acquisition.

**Problem Statement 6:** There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.

# Student Learning

## Student Learning Summary

The progress report from 2022-2023 shows significant progress made by our students. The data from the mock exams from spring 2023, show the following predictions in the different domains:

Domain 1 --- Score B(84)--- STAAR achievement/ CCMR ----Possibility for improvement for the end of the year.

Domain 2---- Score A (92)----Academic Growth/Relative Performance by tracking student progress measure goals.

Domain 3---Score C (73)—Growth Performance (Closing the Gaps) Possible improvement by using effective mastery trackers to have a good standing point of students' progress in all classes

Overall Score B(86)

### Domain 1: Student Achievement on Spring Mock

- ALL Math STAAR Benchmark data 66/26/9
- ALL Science STAAR Benchmark data 62/24/4
- ALL ELA STAAR Benchmark data 73/48/12
- ALL Social Studies STAAR Benchmark data 73/29/10

-Given that STAAR assessment has changed from paper to online, our most successful STAAR contents are reading and social studies.

-All our STAAR contents at IDEA Frontier were above the district comparison.

### AP Assessments

- All AP course had a mean score of a 1.5 or higher on spring mock data

-AP data has increased over the years due to district AP Share fair trainings that trained our AP teachers on instructional best practices, AP resources and how to unpack AP yearly reports from previous years

### IB Assessments

- All IB courses had an average of 3.6 on spring mock data
- 

### College Career Military Readiness

- Currently at 99% of students meeting CCMR

### **Grades (On Track to Graduate OTG)**

- 95%

### **Graduation Plans 2022**

- 97.5%

### **Student Retention Data**

- Ended school year at 96.3%

### **Staff Retention Data**

- Ended school year at 100%

### **Special Education Spring Data**

- Pending

### **English Language Assessment Data (TELPAS Data)**

- 27% Fall Mock Data

### **Student Learning Strengths**

IDEA Frontier College Prep has a strong record of student learning. In the past year, 30% of our graduating class passed at least 3 or more AP exams, allowing them to receive college credit. This earned us the designation of an AP Scholar campus. Additionally, 25% of our students were named IB Diploma candidates, which is above our goal of 20%. This success is due in part to our TSI redesign curriculum, which has helped us to increase our data on AP Scholar Campuses, IB Diploma Campuses. Compared to 50 IDEA schools, we are above district average on all Spring STAAR Mock assessments.

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

**Problem Statement 1:** There is minimal Meets or Masters achievement on State Assessments. **Root Cause:** Teachers lack instructional strategies for differentiated instruction to meet minimal meets and masters student needs.

**Problem Statement 2:** There is a lack of growth for students in sub groups. **Root Cause:** Lack of training and resources to prioritize sub groups.

**Problem Statement 3:** There is a need to strengthen campus culture and increase student persistence. Too much academic rigor can have a negative impact on a student's academic achievement, social-emotional development, and overall well-being. **Root Cause:** Several factors like the amount of homework being assigned in each class, the difficulty of the course, and the pace of instruction can contribute to students feeling that this is not the best school for them due to the academic rigor. Students who are stressed and anxious are more likely to be disengaged in their studies, have lower self-esteem, and be more likely to withdraw from our school.

**Problem Statement 4:** Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

**Problem Statement 5:** Throughout middle school & high school years, there is an Emergent Bilingual population that is not exiting the bilingual program. Without proper intervention, these Emergent Bilingual students are struggling to pass state assessments, advance placement exams and IB courses. **Root Cause:** Teachers lack proper training on EB strategies that can be used across content areas. School did not provide resources to students for language acquisition.

**Problem Statement 6:** There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.



# School Processes & Programs

## School Processes & Programs Summary

ACT Preparation

AP/ IB Course & Exam Preparation

Student Social Awareness

## School Processes & Programs Strengths

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- ACT and IB goal of 25% met in 2021-2022.
- IB Data for 2023 was not met (21/25%). However, 2023 went back to pre-pandemic evaluation logistics and students did exceptionally well.
- IDEA Frontier provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to 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, as well as the STAAR/EOC and AP exams. IB Teachers have access to IB Questionbank, Kognity, and other IB software to supplement the IB curriculum.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 11 graduating classes IDEA Frontier has ensured 100% of seniors have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- US News has ranked IDEA Frontier College Preparatory #106 in the nation and 12th within Texas. Students have the opportunity to take Advanced Placement and IB coursework and exams. The AP and IB participation rate at IDEA Frontier College Preparatory is 100%.

### Special Programs

- IDEA Frontier met growth target for EL student performance on TELPAS in 2022 with 36% of ELs meeting that target.
- IDEA Frontier provided targeted research based instruction to students who have a 2.0 year gap in Reading with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI).

### ACT Preparation:

- High school students are provided with ACT prep courses beginning in 9th grade and are exposed to the ACT rigor and exam beginning their freshman year.
- Frontier College Prep students are exposed to ACT Prep Courses which include ACT Prep software and student skills practice.
- Frontier College Prep students are provided with multiple opportunities to ACT test beginning their junior year in high school.

## Student Social Awareness

Frontier College Prep encouraged students to show concern for the feelings of others and demonstrate empathy and compassion. During the first week of every school year and semester, students participate in Culture Camp, which consists of presentations throughout college prep at all grade levels that outlines the IDEA mission, vision and core values. Culture Camp includes presentations on different topics, to include, but not limited to, the following:

### School Culture Expectations

- Core Values
- Goal Setting
- Academic Expectations
- Safety Protocols
- Uniforms
- Transitions
- Technology Expectations
- Student Code of Conduct
- Rules and Consequences

IDEA Frontier College Prep has a school counselor who is available to provide students with counseling sessions and emotional support services. In addition, our school counselor leads the Move this World campus-wide initiative, which empowers our students with social emotional learning activities, and lessons.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The percent of ACT percentages have not increased post-pandemic. **Root Cause:** Effects of pandemic still being seen in student gaps ACT Rigor is not implemented Coaching cycle has not been consistent

**Problem Statement 2:** Students lack social awareness and the skills necessary for solution-oriented personal interactions. **Root Cause:** Lack of parental involvement External Pressures has impacted the poor judgement of students

**Problem Statement 3:** Not all students are passing at least 1 AP or IB exam **Root Cause:** Lack of supplemental support for students who struggle academically Lack of differentiation for students based on their gaps Lack of teacher tracking for AP and IB

# Perceptions

## Perceptions Summary

At IDEA Frontier College Prep we value feedback and use the data to improve student outcomes. Based on our Panorama survey, students are satisfied with their school experience. They feel safe and supported, and they know their teachers want the best for them. They would like more opportunities for fun and joy in the classrooms. Parents like the school, they know their children are safe and are being well-educated; they would like to know what they can do at home to support their child's learning.

## Perceptions Strengths

IDEA Frontier College Preparatory is a top-ranked high school in Brownsville, TX. According to USANEWS, it is ranked 12th within Texas, 106 in National Rankings, and number 1 in Brownsville. All students have the opportunity to take Advanced Placement and International Baccalaureate coursework and exams. With the support of College Counselors and Road To and Through College, 100% of students enroll in a college or university by the time they graduate.

The school's small campus enrollment allows for more individualized academic support from teachers. Students can get the help they need to succeed in their studies and reach their full potential.

Here are some of the things that make IDEA Frontier College Preparatory a great school:

- High academic standards
- College-preparatory curriculum
- Experienced and dedicated teachers
- Strong support for students from College Counselors and Road To and Through College
- Small campus enrollment for individualized academic support

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Chronic absenteeism has risen, reflecting a substantial loss of learning and creating learning gaps due to students not regularly receiving instruction, worsening long-term risks to social and academic achievement. **Root Cause:** Parents in our community lack the knowledge of the importance of being present in school and the effects it has on their child's academics.

**Problem Statement 2:** There has been a growing concern about the mental health and emotional well-being of students. Student well-being has a significant impact on academic achievement, social-emotional development, and overall health. **Root Cause:** Our community lacks knowledge of mental health awareness and skills that can be used to help in the well-being of the student.

**Problem Statement 3:** Lack of family engagement has a significant impact on student's academic achievement such as academic struggle, have lower test scores, and be retained in grade. **Root Cause:** Based on our community, parents' work schedules and language barriers may be a factor that prevents them from attending family engagement events.

**Problem Statement 4:** There is a need to strengthen campus culture and increase student persistence. Too much academic rigor can have a negative impact on a student's academic achievement, social-emotional development, and overall well-being. **Root Cause:** Several factors like the amount of homework being assigned in each class, the difficulty of the course, and the pace of instruction can contribute to students feeling that this is not the best school for them due to the academic rigor. Students who are stressed and anxious are more likely to be disengaged in their studies, have lower self-esteem, and be more likely to withdraw from our school.

**Problem Statement 5:** There is a lack of parental involvement in the students' academic achievement and progress during the year. **Root Cause:** Increase the number of parent-student workshops, conferences, training opportunities, and community events for families.

# Priority Problem Statements

# 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Male / Female performance, progress, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**







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

# Goals

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

**Performance Objective 1:** College Prep Average ACT score of 21 or better by high school graduation (HB3)







**High Priority**

| Strategy 1 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> College Application Workshops: Collaboration with core teachers to provide small group intervention in ACT Workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will matriculate to a college or university.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of College Counseling, College Counselors, RTTC Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>                   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |    |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Mastery Tracking through MasteryPrep software and Classroom Trackers in ACT Prep courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student ACT score.</p> <p><b>Staff Responsible for Monitoring:</b> ACT Skills Teacher, College Counselors, Content Team Leader</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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



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

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

| Strategy 1 Details  | Reviews   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Math remediation for small groups during academic block.<br/> <b>Strategy's Expected Result/Impact:</b> Increase achievement in TSI exams<br/> <b>Staff Responsible for Monitoring:</b> ACT Skills Teacher, College Counselors, Content Team Leader</p> <p><b>Title I:</b><br/>                     2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Connect high school to career and college<br/>                     - <b>ESF Levers:</b><br/>                     Lever 4: High-Quality Instructional Materials and Assessments</p> | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |  |            |            |                  |
| Strategy 2 Details  | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Professional development for high school staff to remediate and proctor TSI.<br/> <b>Strategy's Expected Result/Impact:</b> Additional opportunities for students to remediate for exam.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, College Counselor, Director of College Counseling, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>                     Connect high school to career and college</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Oct</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |  |            |            |                  |
| <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>  |   |            |            |                  |






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

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 100% of ELA teachers will attend Sheltered Instruction Observation Protocol (SIOP) training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students exiting the bilingual program. Increase of strategies and classroom support for ELL students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, School Counselor, LPAC Administrator</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |     |     |           |

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

**Performance Objective 2:** CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 100% of middle school students will attend Catalyst period for intervention in Math &amp; Reading.<br/> <b>Strategy's Expected Result/Impact:</b> Required minutes will be met and remediation or acceleration planned.<br/> <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal</p> <p><b>Title I:</b><br/>                     2.4, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math<br/>                     - <b>ESF Levers:</b><br/>                     Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>   |   |     |     |           |






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

**Performance Objective 3:** CP: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, EOC, Benchmark data

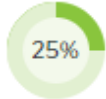




| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Accelerated learning will be provided during 6-8 Catalyst class and High School Academic Block.<br/> <b>Strategy's Expected Result/Impact:</b> Increase achievement in student data outcomes.<br/> <b>Staff Responsible for Monitoring:</b> Instructional coaches, Teachers, Counselors, SPED Teachers, Interventionist.</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math<br/>                     - <b>ESF Levers:</b><br/>                     Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> Interventionist - Title I, Part A (4120)</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Mar | June      |
|   |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>  |   |     |     |           |

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

**Performance Objective 4:** CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

**High Priority**






**Evaluation Data Sources:** STAAR, EOC, Mock 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> The student achievement will increase for mastery of content.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction, Teacher, SPED Teacher, Interventionist.</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |     |     |           |

**Goal 3:** Increase student persistence






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

**High Priority**

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Professional development for Crisis Management Team</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety and decrease on potential safety concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Crisis Management Team, Teachers, Staff</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |

**Goal 3:** Increase student persistence






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

| 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 parent communication and participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, School Counselor, Lead Team, Teachers</p> <p><b>Title I:</b><br/>4.1, 4.2</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies for Events, Trophies - Title I, Part A (4120) - \$1,000, Supplies - Title I, Part A (4120) - \$1,000, Supplies for Parent Workshop - Title I, Part A (4120) - \$1,408.29</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Mar | June      |
|   |  | N/A | N/A |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |     |     |           |

**Goal 3:** Increase student persistence

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

**High Priority**

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Professional development at BOY PD for teacher to complete lessons.<br/> <b>Strategy's Expected Result/Impact:</b> Reduce incidents on topics/issues of Safer, Smarter Schools.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, School Counselor, RTTC teachers, College Counselors</p> <p><b>Title I:</b><br/>4.2<br/> <b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |   |     |     |           |








**Goal 4:** Increase student daily attendance

**Performance Objective 1:** CP: IDEA Frontier will achieve a 97.5% annual attendance rate for the 23-24 school year






**High Priority**

**Evaluation Data Sources:** Daily Attendance, Escalation Matrix, Communication logs.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will create an Grade Level Important Events &amp; Assignments Calendar to motivate students to attend class on days that historically have high absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> The calendar will focus on high absence days to ensure important events and assignments are scheduled. This will motivate students to come to school.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Assistant Principal, Grade Level Teacher, Teachers.</p> <p><b>Title I:</b><br/>2.5, 4.1<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|   | Oct  | Jan | Mar | June      |
|   | <br>50% |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |  |     |     |           |

**Goal 4:** Increase student daily attendance







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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Students will participate in physical activity throughout middle school PE class and high school PE course as per graduation plan HRM 1200 min.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will received required credit for physical activity to provide opportunities to learn about health and activities.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers, Athletic Director, College Counselors, Registrar</p> <p><b>Title I:</b><br/>2.5</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>   | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |

**Goal 5:** Increase staff retention






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

**High Priority**

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will be provided opportunities to attend professional development training workshops to have a solid knowledge of content and pedagogy.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher record of results, internalization of course and increase level of lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Regional Coaches, Principal, Content Leaders</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing</p>  | Formative  |     |     | Summative |
|  | Oct  | Jan | Mar | June      |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <p><b>Strategy 2:</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> Higher record of results, internalization of course and increase level of support based on teacher feedback and reflection.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Regional Coaches, Principal, Content Leaders</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>  | Formative  |     |     | Summative |
|  | Oct  | Jan | Mar | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |  |     |     |           |

**Goal 5:** Increase staff retention

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Recruit and hire high quality candidates per role by using high quality resume criteria<br/> <b>Strategy's Expected Result/Impact:</b> High level of instructions and student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Regional Talent Partners</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/>                     - <b>ESF Levers:</b><br/>                     Lever 2: Strategic Staffing</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Mar | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>   |   |     |     |           |

# Campus Funding Summary

| Title I, Part A (4120)             |           |          |                               |              |            |
|------------------------------------|-----------|----------|-------------------------------|--------------|------------|
| Goal                               | Objective | Strategy | Resources Needed              | Account Code | Amount     |
| 2                                  | 3         | 1        | Interventionist               |              | \$0.00     |
| 3                                  | 2         | 1        | Supplies for Parent Workshop  |              | \$1,408.29 |
| 3                                  | 2         | 1        | Supplies for Events, Trophies |              | \$1,000.00 |
| 3                                  | 2         | 1        | Supplies                      |              | \$1,000.00 |
| <b>Sub-Total</b>                   |           |          |                               |              | \$3,408.29 |
| <b>Budgeted Fund Source Amount</b> |           |          |                               |              | \$3,408.29 |
| <b>+/- Difference</b>              |           |          |                               |              | \$0.00     |
| <b>Grand Total Budgeted</b>        |           |          |                               |              | \$3,408.29 |
| <b>Grand Total Spent</b>           |           |          |                               |              | \$3,408.29 |
| <b>+/- Difference</b>              |           |          |                               |              | \$0.00     |