

IDEA Public Schools
Hidden Meadow College Prep
2023-2024 Improvement Plan



Board Approval Date: August 31, 2023
Public Presentation Date: August 18, 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**

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
 - Goal 1: IDEA achieves an A Rating 11
 - Goal 2: Increase student persistence 17
 - Goal 3: Increase student daily attendance 20
 - Goal 4: Increase staff retention 22
 - Goal 5: Increase student enrollment (no required performance objectives/strategies) 24

Comprehensive Needs Assessment

Revised/Approved: August 18, 2023

Demographics

Demographics Summary

IDEA Hidden Meadow College Prep was founded in 2020, putting us into our fourth year. We will expand to service grades 6-9 in the 23-24 school year, although we will eventually scale to serve 6-12 in subsequent years. We are an open enrollment public charter school primarily servicing families on the far west side of San Antonio, Tx. We utilize special programs for Special Education, Section 504, and English Learners and have supplemented this with additional programming for athletics and afterschool programming for fine arts.

Demographics Strengths

IDEA is achieving it's mission of college-for-all in serving a majority of economically disadvantaged students. IDEA offers a competitive salary for teachers with experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. **Root Cause:** 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Problem Statement 2 (Prioritized): There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. **Root Cause:** 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Student Learning

Student Learning Summary

IDEA Hidden Meadow achieved an A-Rating for school accountability in the 21-22 school year, but are on-track to receive an F rating for 22-23 according to mock practice exams. Current preliminary data has 92% of tests passing at the low cut-score and 60% of tests passing at the high cut score.

Student Learning Strengths

Strong use of data on a daily basis, examining end-of-class-period exit tickets multiple times per day. Active monitoring of student work with quick, bite-sized feedback.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance of scholars in special education has continued to be below benchmarks. **Root Cause:** 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Problem Statement 2 (Prioritized): Performance of scholars in 6th grade math saw a large decline. **Root Cause:** 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

School Processes & Programs

School Processes & Programs Summary

IDEA Hidden Meadow College Prep develops instructional leaders through coaching and development. Instructional leaders attend a week-long summer training that is rooted in our district's professional development guide for school leaders, the School Leadership Leavers (SLLs). Through this training, instructional leaders take part in a See it, Name it, Do it format that ensures they are proficient in diagnosing classrooms, providing teachers with feedback and real-time coaching, and setup follow up meetings to coach teachers to mastery. Our Professional development is rooted in the SLLs and takes into account an instructional leaders proficiency level to determine which training they get and how they are coached during check-ins. The principal joins instructional leader coaching with teachers to provide feedback to instructional leaders, be a thought partner for both teachers and leaders, and provide coaching to the instructional leader as well.

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.
- IDEA 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.
- 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 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings. **Root Cause:** 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased

Problem Statement 2 (Prioritized): Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause:** 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

Perceptions

Perceptions Summary

We survey families and scholars each year to gather feedback on our campus. When scholars are in need of it, IDEA Hidden Meadow utilizes peer mediation to reach agreements on how scholars are expected to interact with each other if a friendly resolution is not reached. Staff turnover increased after year three when compared to year one and two. The perception of staff's academic expectations is that we have high academic expectations for scholars and there are initial struggles during the year because many of our scholars join our school already significantly behind grade level.

Perceptions Strengths

According to the AEE Staff survey, strength areas includes leadership valuing and responds to feedback from staff, treating staff fairly regardless of how they identify, and that staff feel they are able to do what they do best each day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of families unhappy with campus communications has increased this year. **Root Cause:** 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Problem Statement 2: There was a decrease in staff that feel they have a positive work-life balance. **Root Cause:** Stressing the importance of scholar achievement created the effect of teachers feeling that they must work beyond school hours to ensure the desired next steps for improving academics were completed.

Priority Problem Statements

Problem Statement 1: Performance of scholars in 6th grade math saw a large decline.

Root Cause 1: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Performance of scholars in special education has continued to be below benchmarks.

Root Cause 2: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.

Root Cause 3: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations.

Root Cause 4: 1) Training for how to support the wide range accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.

Root Cause 5: 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Family engagement strategy did not invest families in either academic programs or behavioral supports.

Root Cause 6: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The number of families unhappy with campus communications has increased this year.

Root Cause 7: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.

Problem Statement 7 Areas: Perceptions

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia 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
- Teacher/Student Ratio
- Campus leadership 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
- Community surveys and/or other feedback

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
- Study of best practices
- Action research results
- Other additional data





Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 82% of scholars taking STAAR/EOC Exams will meet or exceed their Growth Goal scores for the 23-24 school year.

Evaluation Data Sources: internal assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Tutors and contracted services to increase number of instructors and decrease group size. Strategy's Expected Result/Impact: Increase percentage of scholars hitting growth goals. Staff Responsible for Monitoring: teachers, instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			






 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>
<p>Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. Root Cause: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 60% of scholars in special education will achieve Meets or higher on their STAAR/EOC exams.






Strategy 1 Details	Reviews			
<p>Strategy 1: Increased tutorials and addition of Saturday Boot camps focused on priority STAAR needs. Strategy's Expected Result/Impact: Improved TEKS mastery and performance on exams. Staff Responsible for Monitoring: teachers, instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide range accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>
<p>Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. Root Cause: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 39% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: Summit K-12 used throughout year to improve proficiency and prepare for TELPAS testing Strategy's Expected Result/Impact: Testing readiness, improved language proficiency. Staff Responsible for Monitoring: teachers, instructional coaches, EL coordinator.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
Student Learning
<p>Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. Root Cause: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.</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: Powerschool

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased usage of academic block to provide small group instruction to priority scholars.</p> <p>Strategy's Expected Result/Impact: Improved assessment performance for scholars previously not passing STAAR Exams</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
<p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: Internal Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased ratio of instructor to scholars through use of tutors and contracted services. TEKS based supports</p> <p>Strategy's Expected Result/Impact: Increased achievement scores for scholars in special education joining small group tutorial sessions/supports.</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
<p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>
<p>Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. Root Cause: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.</p>
School Processes & Programs
<p>Problem Statement 1: There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings. Root Cause: 1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped. 4) Extracurricular offerings decreased</p>

School Processes & Programs






Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. **Root Cause:** 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families

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

High Priority

Evaluation Data Sources: Internal assessments, STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: Movement of data in strategic areas after Outcomes/Causes/Solutions protocol from locus data.</p> <p>Staff Responsible for Monitoring: instructional coaches.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>
<p>Problem Statement 2: Performance of scholars in 6th grade math saw a large decline. Root Cause: 1) Discipline management techniques resulted in increased focus on behavior and less focus on academic support. 2) Tracking of data driven by leaders and not by teacher or students.</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))






Strategy 1 Details	Reviews			
<p>Strategy 1: Outcomes, Causes, Solutions protocol used following all regular interim audits. Strategy's Expected Result/Impact: All safety gaps caught and closed within 24 hours. Staff Responsible for Monitoring: Assistant Principal of Operations, Principal Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
School Processes & Programs
<p>Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. Root Cause: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families</p>
Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</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))








Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: 90% Persistence</p> <p>Staff Responsible for Monitoring: Teachers, Grade Team Leaders, Campus Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</p>

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))






Strategy 1 Details	Reviews			
<p>Strategy 1: Work programs into Beginning of Year Scholar Culture Camp</p> <p>Strategy's Expected Result/Impact: Increased scholar persistence, decreased negative interactions for scholars.</p> <p>Staff Responsible for Monitoring: Campus Lead Team Members</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
School Processes & Programs
<p>Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. Root Cause: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families</p>
Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</p>

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Hidden Meadow will achieve a 97% annual attendance rate for the 23-24 school year





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize ADA Matrix to communicate with families of scholars missing days of school. Strategy's Expected Result/Impact: Decreased absence rate for scholars with high absences. Staff Responsible for Monitoring: Assistant Principal of Operations, Principal Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</p>

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-9th grade meet their MVPA minutes goal. (TEC 11.253(d)(10))

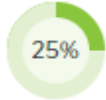




Strategy 1 Details	Reviews			
<p>Strategy 1: Daily use of monitors with strategic plans to get scholars moving daily, for extended periods of time.</p> <p>Strategy's Expected Result/Impact: increased scholar happiness, excited for school</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</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>Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. Root Cause: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families</p>
Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</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.






Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: Successful completion of staff development cycle, 85% staff retention</p> <p>Staff Responsible for Monitoring: instructional coaches, principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p> <p>Problem Statement 2: There is a need to increase student achievement data for our scholars in special education. Our scholars in special education have not performed as high as other demographics and are below our district benchmark expectations. Root Cause: 1) Training for how to support the wide ranch accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.</p>
Student Learning
<p>Problem Statement 1: Performance of scholars in special education has continued to be below benchmarks. Root Cause: 1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.</p>

Goal 4: Increase staff retention

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria</p> <p>Strategy's Expected Result/Impact: 85% Staff Retention</p> <p>Staff Responsible for Monitoring: Managers, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</p>

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

Performance Objective 1: Recruitment team will increase enrollment by 15%.

Evaluation Data Sources: Enrollment numbers in Power Bi

Strategy 1 Details	Reviews			
<p>Strategy 1: Ongoing Super Recruitment Days throughout the year to keep community interest and options to enroll and visit campus.</p> <p>Strategy's Expected Result/Impact: 10 scholar applications per Super Recruitment Day</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations, Operations Team, Principal, Regional Director of Operations.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence for new to IDEA students because there was a significant decline this year. Root Cause: 1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.</p>
School Processes & Programs
<p>Problem Statement 2: Family engagement strategy did not invest families in either academic programs or behavioral supports. Root Cause: 1) Inconsistent family engagement events 2) Gap in timeliness of communication to families</p>
Perceptions
<p>Problem Statement 1: The number of families unhappy with campus communications has increased this year. Root Cause: 1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases.</p>