

**IDEA Public Schools**

**La Joya Academy**

**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Public Presentation Date: August 3, 2023**

# Mission Statement

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

## Campus Pillars

**I. Excellence: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.**

**II. Empathy: Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge.**

**III. Resiliency: Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.**

## Vision



## VISION

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate

citizens. Every student’s future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

Former President Barack Obama said the best antipoverty program around is a world class education. Statistics show that only 22% of students in the Rio Grande Valley graduate from college. Statistics also show that only 85% of students graduate from High School in the La Joya area with only 22% of them graduating with a college degree. For the past 15 years, IDEA Public Schools has kept its promise of sending 100% of students to college with a 4 year degree graduation rate of 50%. These rates are significantly above the Rio Grande Valley and the Nation. At IDEA we are united by our shared belief that a College degree is our nation’s best antipoverty solution, indeed, we believe in and have become witness to the power of education to transform lives and communities.

As the campus principal I know to be true that if the adults in the system get it right, students win. I have experienced how building nurturing relationships with students leads to confidence in them and how that can transform into a world of possibilities for our students. I believe that background does not equal destiny and that STRONGER TOGETHER, we can be the change our student need.

**SCHOOL MOTTO**



“Las Jabalinas unidas hasta terminar la universidad. Javelinas united to and through college.”

**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**

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## We Sweat the Small Stuff

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# Comprehensive Needs Assessment

Revised/Approved: August 3, 2023

## Demographics

### Demographics Summary

IDEA LA Joya Academy has served the La Joya, Penitas, Sullivan, Mission, and La Grulla areas for 3 years. We currently offer Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> Grade levels. We serve a total of 389 students, which 98% are Hispanic and 95% economically disadvantage. We also have 16 K- 3<sup>rd</sup> teachers, 12 co-teachers, 3 Special Education teachers, and 2 interventionists. Below is a better break down of our data for students, staff, and community.

IDEA La Joya Academy	
Comprehensive Needs Assessment	
Data Source: School Culture and Climate	
% Average Daily Attendance	92.4%
% Overall Persistence	94.9%
% New Student Persistence	95.58%
# of Admin Withdrawals/ Level 3 Offenses	18 0%
% SPED	2.53%
% ELL	54.7%
% Eco Dis	95.3%
% Migrant	1.04%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	98.96%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	1.04
% Male	47.0%

IDEA La Joya Academy	
% Female	53.0%

Demographics Strengths

Our overall persistence is currently on track to meet 90% retention of students by the 10<sup>th</sup> day of the next school year. Also, our families rated our campus at a 4.8% for our Panorama Survey.

Problem Statements Identifying Demographics Needs

- Problem Statement 1 (Prioritized):** ADA is relatively low at 92.4 % **Root Cause:** Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.
- Problem Statement 2 (Prioritized):** Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year. **Root Cause:** 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

# Student Learning

## Student Learning Summary

This school year we began with 78% of K-2<sup>nd</sup> students on level in Reading and ended the year at 93% of students on level. We were able to grow a total of +15% on students' reading levels. Students were able to reach above level status with the following percentages by grade level Kinder: 57%, 1<sup>st</sup>: 61%, 2<sup>nd</sup>: 80%. Indicating that students not only met their goals but surpassed them during the school year. In our spring mock assessments for our founding 3<sup>rd</sup> graders, we were able to average a 73/29/13 (LEP: 71/30/9 & SPED: 62/8/0) in ELA with an achievement score of 38. As for our math mock assessment our javelinas results ended in 67/23/2 (LEP: 71/30/9 & SPED: 38/0/0) overall with an average of a 31 achievement score. This placed IDEA La Joya Academy projected as an overall letter grade of a D. Our campus has yet to be scored on any accountability domain ratings by the state as we are pending STAAR results this May-July.

## Student Learning Strengths

- Kinder: 57%, 1<sup>st</sup>: 61%, 2<sup>nd</sup>: 80% finished the year above level in the reading program
- K-2<sup>nd</sup> met direct instruction goal at 93% overall on level status.
- Math & reading mock data above the district average.
- Math & reading mock scores top 10 within all 25 campuses.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 93% overall on level K-2<sup>nd</sup> only focused on fluency and decoding- leaving our Kinder: 57%, 1<sup>st</sup>: 61%, 2<sup>nd</sup>: 80% students above grade level not being challenged with ELA strategies to support their comprehension. **Root Cause:** 1. As a campus we only prioritized step up to 3<sup>rd</sup> grade leaving our 2<sup>nd</sup> graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

**Problem Statement 2 (Prioritized):** Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause:** 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3<sup>rd</sup>. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.



# School Processes & Programs

## School Processes & Programs Summary

Every campus *instructional leader* is developed following individualized learning plans based on year of experience in the role and previous year proficiency ratings in our School Leadership Levers. Instructional leaders receive formal coaching on a weekly basis through operating mechanisms such as check-ins, instructional rounds, and tacticals. Roles and responsibilities for each leader are established at the beginning of the year through a campus long year roadmap.

At our campus we prioritize *teacher* professional development by first establishing a campus specific scope and sequence that is designed to address campus priorities based on previous years data points. Some examples include creating interactive charts, aggressively monitoring, and using campus wide data tracking systems.

A weekly coaching cycle mechanism is established with 100% of teachers to ensure teacher receive coaching in the areas of lesson planning, instructional delivery, monitoring student learning and dissecting student data. Coaching frequency is determined by student outcomes. Coaching cycle includes classroom observations, real time coaching in the classroom, and follow up observations to check for implementation.

The *programs* that are established at our campus to support learning, create a safe environment and a high expectations school culture are: Reading intervention programs, Accelerated Reader elective program, Hot Spot Math Elective labs, Physical Education, SUMMIT, Move this World Social Emotional program, and a campus wide culture rubric focused on student joy, culture of achievement and high expectations. We also have after school enrichment programs which consist of soccer, arts and crafts, football, basketball, culinary, folklorico, and cheer.

## School Processes & Programs Strengths

### School Processes Strengths

- 95% Teacher Retention at our Campus
- 100%= 35/35 instructional staff hold formal staff development through Goals Setting, 2x2s, and APRs.
- Onboarding staff members who are new to our campus is created and implemented.
- Culture Rounds & Instructional Rounds: ensures that 100% of teachers are receiving feedback on a weekly or bi-weekly basis.
- Lesson Rehearsals (Practice Sessions) Process has allowed 100% of teachers to practice their lessons

### School Programs Strengths

- **CSI Data:** 83% of 3<sup>rd</sup> grade students meet 2 years or more in RenStar.
- **Electives Program Accelerated Reader:** 93% of 1<sup>st</sup>-3<sup>rd</sup> grade students met Word Masters, 25% of 2<sup>nd</sup> & 3<sup>rd</sup> Grade students met Royal Readers
- **Electives Program HotSpot Lab:** 68% of students met Math Masters and 48% of students met Math Geniuses
- **Electives Program PE:** 77% of students met their Fitness Ambassador Goal of meeting at least 1200 MVP minutes.
- **Move this World:** 94% School expectations met, 15/16 Teachers using platform and meeting expectation.
- **Persistence:** Kinder- 96%, 1<sup>st</sup>-90%, 2<sup>nd</sup>- 96%, 3<sup>rd</sup>- 97%,

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan **Root Cause:** 1. Leaders

lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

**Problem Statement 2 (Prioritized):** Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. **Root Cause:** 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

# Perceptions

## Perceptions Summary

Our overall staff retention rate for the 2022-2023 school year is currently at 87%. Our teacher retention rate ended at 90%. We have increased in our overall staff retention a total of +6% points and we have decreased in our teacher retention a total of -4% points. Our staff member's average absences for the school year is 8 absences. Survey results have indicated that our top 3 campus statements are:

1. Leadership team aciton matches their words 97%
2. I would recommend my manger to other IDEA employee 97%
3. Leadership team provides clear expectations 94%

Survey results have indicated that our bottom 4 campus statements are:

1. IDEA is a mentally and emotionally healthy place to work 57%
2. IDEA encourages team members to find work life balance 65%
3. I can use earned PTO 62%
4. IDEA employees avoid favoritism, retaliation and politicking as a way to get things done 62%

Overall 87% of our staff members agree that IDEA La Joya Academy is a great place to work. Our campus did have a decrease of -3% points from last year's GPTW data.

Our family school survey indicated that our families are satisfied with our school by scoring a 4.7 out of 5.0. Our family survey about our teachers indicated that families are satisfied with a 4.8 out of 5.0. Data from parent comments indicated that they are happy with student academic outcomes. Constructive comments indicates that parents are not satisfied with understanding safety precautions and with timely communication on incidents. Some parents also shared dissatisfaction with food menu. 100% of teachers met their parent satisfaction results with a 4.5 or higher.

Our student survey indicated that they are very satisfied with teacher with an average of 4.7 out of 5.0. Lowest student statement is school safety with a 3.6.

## Perceptions Strengths

- A. Management perceptions from staff was scored at a 95% by staff.
- B. Overall staff retention and teacher perception about IDEA La Joya AC being a great place to work. Our campus was top 5 in the RGV.
- C. Parent satisfaction with the academic growth that their children show.
- D. Parent satisfaction with teachers; 100% of teachers scores a 4.5 or above in family TCP teacher survey.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Close to half of our staff members (57%) agree that IDEA La Joya is not a mentally and emotionally healthy place to work. **Root Cause:** Our campus leadership team has not build capacity among staff members to find solutions when they hit a mental or emotional roadblock. This is true also for finding work life balance; our campus leadership team has not build capacity in our staff on backwards planning to ensure their conference time is used in the most efficient way possible.

**Problem Statement 2 (Prioritized):** 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. **Root Cause:** Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

# Priority Problem Statements

**Problem Statement 1:** Close to half of our staff members (57%) agree that IDEA La Joya is not a mentally and emotionally healthy place to work.

**Root Cause 1:** Our campus leadership team has not build capacity among staff members to find solutions when they hit a mental or emotional roadblock. This is true also for finding work life balance; our campus leadership team has not build capacity in our staff on backwards planning to ensure their conference time is used in the most efficient way possible.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support.

**Root Cause 2:** Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan

**Root Cause 3:** 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need.

**Root Cause 4:** 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Reading mock assessment data: 73/19/13 overall 38 achievement score.

**Root Cause 5:** 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year.

**Root Cause 6:** 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** ADA is relatively low at 92.4 %

**Root Cause 7:** Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension.

**Root Cause 8:** 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

**Problem Statement 8 Areas:** Student Learning

# 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

- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## 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
- Campus leadership data

## 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
- Communications data



# Goals








**Goal 1:** 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 34% to 36% in Reading Spring 2024 and from 39% to 41% in Math Spring 2023 (HB3)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR and internal assessments (mock and semester exams)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every K-5th grade teacher will supplement Eureka & WW with STAAR Ready foundational skills during a 45 minute intervention block with a focus on explicit writing and grammar instruction aligned to opportunities to write, speak and provide evidence.  <b>Strategy's Expected Result/Impact:</b> 60% of 3rd grade students reaching MEETS target <b>Staff Responsible for Monitoring:</b> Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Reading/Math/Science Night Towards STAAR Resources-Grade level TEKS based absolutes - Title I, Part A (4120) - \$1,000	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








**Problem Statement 1:** 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension. **Root Cause:** 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

**Problem Statement 2:** Reading mock assessment data: 73/19/13 overall 38 achievement score. **Root Cause:** 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Goal 1: IDEA achieves an A Rating

**Performance Objective 2:** 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 34% to 36% in Reading Spring 2024 and from 39% to 41% in Math Spring 2023 (HB3)

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR and internal assessments (mock and semester exams)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every teacher, leader and students will track towards Path to an A: a. Leader: Weekly Leader Board & Path to an A Tracker for UE. b. Teacher: Subpop Daily ET Tracker & Daily ET Class Mastery & Path to an A Tracker for TQ & UE. c. Students: Daily ET Tracking / Daily TEKS based tracking / Path to an A tracking for TQ & UE <b>Strategy's Expected Result/Impact:</b> 60% of 3rd grade students reaching MEETS target <b>Staff Responsible for Monitoring:</b> Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>TEA Priorities:</b> Improve low-performing schools <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> Reading mock assessment data: 73/19/13 overall 38 achievement score. <b>Root Cause:</b> 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Explicit Writing Instruction & Summit will be utilized daily through Academic Block. <b>Strategy's Expected Result/Impact:</b> 50% Meet TELPAS growth measure <b>Staff Responsible for Monitoring:</b> Belinda Gonzales, Marisol Schultz  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 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 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. <b>Root Cause:</b> 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.








Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily In class support and Tier 3 Pull Outs will be provided to all students in 4th-5th grade Math & Reading to increase skill mastery  <b>Strategy's Expected Result/Impact:</b> 70% of students meet growth targets as per Domain 2. <b>Staff Responsible for Monitoring:</b> Monica Gonzales, Isabelle Hinojosa, Dalia Camargo and Elizabeth Villarreal Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Progress Nights to celebrate student mastery of Accelerated Learning minutes - Title I, Part A (4120) - \$805	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 2:</b> Reading mock assessment data: 73/19/13 overall 38 achievement score. <b>Root Cause:</b> 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.

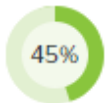





Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Internal Assessments (mock and semester exams)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly SPED and General Teacher collaboration meetings to plan supplemental material needed to ensure SPED students reach grade level mastery. <b>Strategy's Expected Result/Impact:</b> A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. <b>Staff Responsible for Monitoring:</b> Monica Gonzales, Isabelle HInojosa Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 5 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. <b>Root Cause:</b> 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

## Goal 1: IDEA achieves an A Rating











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

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Internal Exams (mock and semester exams)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every teacher and leader will engage in a "Know your Data" BOY professional development session to backwards plan towards 90/60/30. Every teacher and leader will identify their tracking mechanisms for the school year to successfully track mastery and growth as well as by TEKS mastery. <b>Strategy's Expected Result/Impact:</b> 90/60/30 <b>Staff Responsible for Monitoring:</b> Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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> 90/60/30 <b>Staff Responsible for Monitoring:</b> Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4 <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>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 6 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Reading mock assessment data: 73/19/13 overall 38 achievement score. <b>Root Cause:</b> 1. As a campus we did not concentrate on explicative editing/revising & writing process instruction for K-3rd. We did not have a scope and sequence nor curriculum to expose students to practice on one of the most difficult subjects we have for upper grades.
School Processes & Programs
<b>Problem Statement 2:</b> Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. <b>Root Cause:</b> 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.



Goal 1: IDEA achieves an A Rating

Performance Objective 7: IA: Fourths and Fifth grade students performing below grade level in math and reading as measured by Did Not Meet Grade Level Standard on STAAR will meet growth target in Spring 2024. (HB3)

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR, Internal Exams (mock and semester exams)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Any student that is 2 years below grade level, will receive Critical Student intervention services to accelerate instruction during a 45-90 minutes intervention block.  Student, teacher and leader tracking on domain 2 on a daily basis. <b>Strategy's Expected Result/Impact:</b> 70% meeting growth targets. <b>Staff Responsible for Monitoring:</b> Monica Gonzales, Isabelle HInojosa Belinda Gonzales, Marisol Schultz and Denney Trevino.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <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 7 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 93% overall on level K-2nd only focused on fluency and decoding- leaving our Kinder: 57%, 1st: 61%, 2nd: 80% students above grade level not being challenged with ELA strategies to support their comprehension. <b>Root Cause:</b> 1. As a campus we only prioritized step up to 3rd grade leaving our 2nd graders only practicing four weeks of vertical alignment to prepare them for the rigorous instruction needed to prepare them for our state STAAR assessment.

Goal 2: Increase student persistence

Performance Objective 1: IA & 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))

Evaluation Data Sources: Campus Safety Score Card Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly campus crisis team strategy meeting execution with score card review and aligned agenda.  Follow up feedback, communication and next steps execution after every campus drill. <b>Strategy's Expected Result/Impact:</b> Meet proficiency on campus safety score card. <b>Staff Responsible for Monitoring:</b> Diego Zavala and Belinda Gonzales  <b>Problem Statements:</b> Perceptions 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 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. <b>Root Cause:</b> Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.



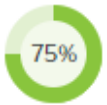







## Goal 2: Increase student persistence

**Performance Objective 2:** IA & 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))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

### High Priority

**Evaluation Data Sources:** Counselor Agenda, Minutes and Sign Ins as per uploads in Plan4learning.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus yearly plan on family engagement events. Events were selected to fit our demographics needs and to allow families to have quarterly reports on students academic progress. 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> Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports. <b>Staff Responsible for Monitoring:</b> Zoila Solis and Belinda Gonzales <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</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> Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports. <b>Staff Responsible for Monitoring:</b> Zoila Solis and Belinda Gonzales <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:








## Perceptions

**Problem Statement 2:** 80% of constructive feedback from parents stated that campus lacks timely communication when incident occur on campus or when they reach out to a campus staff member for support. **Root Cause:** Campus wide staff members (operations) have not received training from campus leadership team on campus wide parent communication systems and how to properly respond to a parent concern.

Goal 2: Increase student persistence

Performance Objective 3: IA & 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))

Evaluation Data Sources: As per school counselor lesson teacher documentation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and executing a Responding to Behavior system and allows all stakeholders to appropriate respond to behavior. Train 100% of staff members on the development of student behavior plans and how to deescalate behaviors that could lead to physical aggression.  Monitoring of incident reports by grade level and teacher.  Monitor of compliance with morning meeting execution and monthly class guidance. <b>Strategy's Expected Result/Impact:</b> Decrease of student incident reports by 10%. 90% participation on morning meeting, class guidance and safe smarter schools. <b>Staff Responsible for Monitoring:</b> Zoila Solis and Belinda Gonzales  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


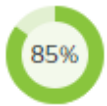


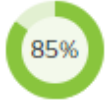





Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Although there are programs that we have in place to meet the needs of our students, Special Programs students such as Sped, EL, RTI and non-identified intervention students are not consistently provided and taught the tools that they need. <b>Root Cause:</b> 1. Although there is a point person for each special pop program, there is no committee that meets together consistently to act on the necessary steps. 2. Little to no training on implementation of interventions that will support our special populations group.

### Goal 3: Increase student daily attendance

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

**Evaluation Data Sources:** Locus PE Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every teacher, leader and student will review student progress during leader/teacher check ins and student/teacher check ins. <b>Strategy's Expected Result/Impact:</b> 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal <b>Staff Responsible for Monitoring:</b> Coach Garza, Marisol Schultz and Belinda Gonzales  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host an Elective Night Parent Meeting to review physical education goals, at home healthy habits to increase exercise and good eating habits and review student progress. Meeting will take place in October 12th. <b>Strategy's Expected Result/Impact:</b> 75% of students from 2nd thru 5th Grade meet their MVPA minutes goal <b>Staff Responsible for Monitoring:</b> Coach Garza, Marisol Schultz and Belinda Gonzales  <b>Problem Statements:</b> Demographics 1	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> ADA is relatively low at 92.4 % <b>Root Cause:</b> Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA PowerBI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily parent ADA contact by 3 groups of stakeholders from 7:30-8:45 am.: Teachers, Administrators and Support Staff. Followed by: Daily data review through ADA huddles on families of concern with 3 or more unexcused absences. Weekly homevisits by Counselor, Assistant Principal and Principal for any family with over 5 unexcused absences.  <b>Strategy's Expected Result/Impact:</b> 97% ADA <b>Staff Responsible for Monitoring:</b> Diego Zavala, Vilma Gutierrez, Belinda Gonzales, Zoila Solis, Denney Trevino, Marisol Schultz, Sam Garza, Elizabeth Salinas.  <b>Problem Statements:</b> Demographics 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 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> ADA is relatively low at 92.4 % <b>Root Cause:</b> Interventions were not upheld at the beginning of year, leading to a backlog of attendance meetings and consequences which resulted in unfavorable parent actions.

Goal 4: Increase staff retention

**Performance Objective 1:** IA & 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.  
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Sources: Cornerstore Dashboard

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teacher managers will track PTG towards completion of staff development cycle and will report during tactical. Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Teachers will be coached though coaching cycle; leaders will utilize coaching cycle live tracker and TeachBoost to document weekly/bi-weekly coaching.  <b>Strategy's Expected Result/Impact:</b> 85% staff retention <b>Staff Responsible for Monitoring:</b> Belinda Gonzales  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 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 1:</b> Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan <b>Root Cause:</b> 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.



Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% staffed for all teacher positions throughout the 2023-24 school year.  
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

High Priority  
Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria/ campus hiring non-negotiable by role. Strategy's Expected Result/Impact: 100% staffed Staff Responsible for Monitoring: Belinda Gonzales  TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan Root Cause: 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 4: Increase staff retention

**Performance Objective 3:** By February 2024, 85% of IDEA La Joya staff members will agree that IDEA La Joya Academy is a Great Place to Work as measured by Great Places to Work Survey.

**High Priority**  
**Evaluation Data Sources:** GPTW Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Staff Celebration, Appreciation &amp; Listening Tours Scope and Sequence will be created and executed for the 23-24 school year. There will be a monthly, quarterly and yearly celebratory mechanism as identified in our campus scope and sequence plan to celebrate growth, staff achievements and to listen to feedback. Based on feedback received from staff, we will be executing changes to work specifically on improving the work- life balance of staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% staff retention</p> <p><b>Staff Responsible for Monitoring:</b> Belinda Gonzales</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:








School Processes & Programs
<p><b>Problem Statement 1:</b> Staff teacher development is not individualized, and teachers do not have a clear understanding of their coaching plan <b>Root Cause:</b> 1. Leaders lacked to align PD to teacher development based on specific teacher Tiers. 2. Teacher development trainings are not differentiated based on experience and mastered teacher practices are added to their workload. This unrealistic to do list does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.</p>

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

**Performance Objective 1:** 100% student enrollment for the 23-24 school year as measured by the 10th day of school.

**High Priority**

**Evaluation Data Sources:** Enrollment Dashboard- Power BI

Strategy 1 Details	Reviews			
	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:**

Demographics
<b>Problem Statement 2:</b> Under enrolled for the 22-23 school year at an 81% capacity and are on track to being under enrolled for the 23-24 school year. <b>Root Cause:</b> 1. Convivence - Our school does not offer door to door bus services, making it unfeasible for potential families. 2. Lack of academic school vision and campus promotion campaign from our enrollment yearly plan.

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading/Math/Science Night Towards STAAR Resources-Grade level TEKS based absolutes		\$1,000.00
1	4	1	Progress Nights to celebrate student mastery of Accelerated Learning minutes		\$805.00
Sub-Total					\$1,805.00
Budgeted Fund Source Amount					\$1,805.55
+/- Difference					\$0.55
Grand Total Budgeted					\$1,805.55
Grand Total Spent					\$1,805.00
+/- Difference					\$0.55