IDEA Public Schools

Los Encinos Academy

2023-2024 Campus Improvement Plan

Board Approval Date: August 29, 2023
Public Presentation Date: August 29, 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 22, 2023

Demographics

Demographics Summary

Our campus will serve a total of 775 students in Kinder-5th grade and opened in August 2019. We have over 67 staff members (6 instructional support, 30 teachers, 15 teacher support, and 4 campus support members. Currently, we have 87.93% staff persistence for the 23-24 school year.

Demographics Strengths

The area our school is located in is developed and has a strong community of support. Students love technology and continue to try to improve their skills. We have several number of first year in US school students and families. These families are hard working and love coming to our school. Our families and students do their best to come to school everyday regardless of the circumstances and are committed to their learning.

We have 1 dyslexia student, 44 SPED students and 612 emergent bilingual students. This diversity of students allows us to have strong lesson delivery focused on differentiation needed for all of our special population students. As we continue to grow our campus, we have also grown our SPED department to help support our students appropriately. We now have 3 RISE SPED Teachers, 2 SPED teachers, and 4 SPED RISE co-teachers to help support our students. We have a total of 51% boys and 49% girls population which allows for a balance number of boy/girl ratio in our classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student daily attendance as we did not meet our goal by -2.9% with a final ADA of 94.19%. **Root Cause:** Our campus did not follow ADA matrix with fidelity for priority/truancy at-risk families that did not meet attendance goals.

Problem Statement 2 (Prioritized): There has been an increase in our Special Education population the past year for a total of 0.27% of students K-5th grade for a total of 47 students. More than 50% of our current SPED students have struggled with being proficient in their mastery of academic achievement and/or behavior in the classroom. **Root Cause:** We had 3/5 of our SPED teachers that were new to their role this year and required more PD on systems for our instructional best practices for students as well as more coaching/collaboration with our Gen Ed teacher for student supports/resources.

Student Learning

Student Learning Summary

At IDEA Los Encinos we work to ensure all students are learning. In grades K-2 we have a DI program that is designed to work with the student at their own level. We know that students need to be at their level so we incorporate other curriculums to ensure we push for comprehension, Writing skills, Math, Science, and Social Studies. We are proactive on regrouping based on data. Setting higher expectations. In Kinder we have extensions to lessons with centers. Having team support with different approaches, getting differentiated instruction from teachers.

Intervention for students in 3-5th that are two years below grade level. Pushing parent involvement and having parents invested in their students' learning. One-on-one interaction with students, allows students to master lesson.

Computers will be used for content teaching in each class and teachers have mastered how to use this form of teaching.

Student Learning Strengths

- Students are doing well at replicating teachers modeling by following key points.
- Students are very strong at math. They are engaged and perform high.
- Students show a love of science and social studies.
- Students are confident and are risk-takers. Do not fear approaching
- Parental involvement has shown to benefit students' work.
- Building independence in the classroom.
- Students are strong at navigating technology.
- Lower grades, students have shown to be responsible.
- Done a great job at learning the routine and are good with consistency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a language barrier amongst students in all grade levels, occurring in all contents, where students are struggling to comprehend instruction.   **Root Cause:** Language Barrier - lack of appropriate delivery of bilingual classroom program due to more staff pd required, more parent investment for the English language needed, minimal motivation amongst students to learn and practice the language, not enough visuals in the classroom to help close language gaps through vocabulary/ background knowledge

Problem Statement 2 (Prioritized): Behavioral issues (ex. high energy, disruptive) during instruction time affect students trying to follow instruction and cause teachers to lose instructional time while trying to assist with students disruptions.   **Root Cause:** Lack of consistent behavior management structure implementation throughout the campus that identifies tier 1, 2, and 3 behaviors and supports/systems that follow.

School Processes & Programs

School Processes & Programs Summary

At IDEA Los Encinos Academy we recruit students to ensure that we are fully enrolled by the deadline. We coach and develop instructional leaders with high quality coaching using our See-it, name-it, Do it protocol weekly and sometimes daily. We have content leaders that support by norming across content to ensure that each grade level increases the rigor however will have similar teaching styles. The district will have bi-weekly, quarter, and yearly trainings that are lead by content experts and leaders. All staff get training on our feedback platform, Teachboost. Leaders conduct weekly classroom observations and provide on the spot feedback with side by side coaching. Following with a coaching conversation and practice on the spot to make sure mastery happens prior to going into the classroom.

School Processes & Programs Strengths

On boarding students and hiring staff

- New and returning teachers participate in professional development trainings weekly with manager, bi-weekly with regional content lead, quarterly with reginal content lead.
- Teacher Career Pathway to retain teachers and invest them in their data/goals for the classroom.
- GET rubric to support teachers on exemplars for classroom instruction.
- Welcome to IDEA for students and staff
- Monthly educational challenges for students with incentives

Instruction and Curriculum

Special Programs

- Emergent bilingual program for students
- Training teachers on classroom support for sub pops
- SPED teachers hold bi-weekly/monthly meetings with teachers for coaching on sped support.
- SPED observation and walk throughs to ensure students and teachers are following IEPs.

SEL/ Mental Health and Family Engagement

- Social worker on campus and supports students daily.
- District wide program Move this World- utilized daily and practiced with students.

Fitness - Healthy Kids Here

Differentiative programs base don student population

Breakfast and lunch served with high count of students participating in it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional staff training is not being differentiated for the different levels of teachers. WE have advanced performing teachers and new teachers.   **Root Cause:** As an instructional team, we did not focus enough on building the capacity of our teachers by differentiating on their current level of proficiency and creating/communicating an individualized coaching plan for staff based on their specific needs.

Problem Statement 2 (Prioritized): Instructional staff would like more opportunities to observe high performing master teachers to build and increase their knowledge of best practices in the classroom.   **Root Cause:** Campus was short staffed due to maternity leaves and not fully staffed 100% of the time. This limited the amount of coverage available to help consistently provide these opportunities.

Perceptions

Perceptions Summary

The campus participates in district surveys throughout the school year. The CNA focus group discussed campus culture and received feedback from several different staff members.

Perceptions Strengths

Strengths include several systems in place already as a campus. Some systems include, weekly staff newsletter, REMIND has been deemed as main line of communication, bi-monthly meetings with staff, bi-monthy meetings with grade team leaders, attendance matrix for attendance calls, nurse protocol in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to not meeting ADA goal this year by 3% (94% final ADA) our focus will be in engaging K-5th grade students and families to prioritize coming to school daily and on time to meet our 23-24 attendance campus goal.   **Root Cause:** There was not enough attendance follow up meetings with priority families due to focusing on customer service for the family and maintain persistence.

Problem Statement 2 (Prioritized): Rating 4.6/5 in our parent survey for overall school safety /security (0.2 decrease from last year) , our focus will be to help families and students feel safe and secure during the 23-24 school year. We have 8% of families that disagree or are dissatisfied.   **Root Cause:** Families have express that information is not shared in a timely manner to staff or parents which impacts their overall ability to support.

Priority Problem Statements

Problem Statement 1: There is a language barrier amongst students in all grade levels, occurring in all contents, where students are struggling to comprehend instruction.

Root Cause 1: Language Barrier - lack of appropriate delivery of bilingual classroom program due to more staff pd required, more parent investment for the English language needed, minimal motivation amongst students to learn and practice the language, not enough visuals in the classroom to help close language gaps through vocabulary/background knowledge

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Behavioral issues (ex. high energy, disruptive) during instruction time affect students trying to follow instruction and cause teachers to lose instructional time while trying to assist with students disruptions.

Root Cause 2: Lack of consistent behavior management structure implementation throughout the campus that identifies tier 1, 2, and 3 behaviors and supports/systems that follow.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional staff training is not being differentiated for the different levels of teachers. WE have advanced performing teachers and new teachers.

Root Cause 3: As an instructional team, we did not focus enough on building the capacity of our teachers by differentiating on their current level of proficiency and creating/ communicating an individualized coaching plan for staff based on their specific needs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Instructional staff would like more opportunities to observe high performing master teachers to build and increase their knowledge of best practices in the classroom.

Root Cause 4: Campus was short staffed due to maternity leaves and not fully staffed 100% of the time. This limited the amount of coverage available to help consistently provide these opportunities.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Rating 4.6/5 in our parent survey for overall school safety /security (0.2 decrease from last year) , our focus will be to help families and students feel safe and secure during the 23-24 school year. We have 8% of families that disagree or are dissatisfied.

Root Cause 5: Families have express that information is not shared in a timely manner to staff or parents which impacts their overall ability to support.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Due to not meeting ADA goal this year by 3% (94% final ADA) our focus will be in engaging K-5th grade students and families to prioritize coming to school daily and on time to meet our 23-24 attendance campus goal.

Root Cause 6: There was not enough attendance follow up meetings with priority families due to focusing on customer service for the family and maintain persistence.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to increase student daily attendance as we did not meet our goal by -2.9% with a final ADA of 94.19%.

Root Cause 7: Our campus did not follow ADA matrix with fidelity for priority/truancy at-risk families that did not meet attendance goals.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There has been an increase in our Special Education population the past year for a total of 0.27% of students K-5th grade for a total of 47 students. More than 50% of our current SPED students have struggled with being proficient in their mastery of academic achievement and/or behavior in the classroom.

Root Cause 8: We had 3/5 of our SPED teachers that were new to their role this year and required more PD on systems for our instructional best practices for students as well as more coaching/collaboration with our Gen Ed teacher for student supports/resources.

Problem Statement 8 Areas: Demographics

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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- 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
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: IDEA Los Encinos AC will have 100% enrollment complete for 23-24 school year after first 10 days of school.

Performance Objective 1: All Grades Kinder-5th grade seats will be at 100% enrolled by 10th day after first day of school.

> **High Priority**
>
> **Evaluation Data Sources:** Enrollment Numbers for campus
>
> **Summative Evaluation:** Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Monthly & weekly focus on enrollment updates during the month of July-August by APO/Enrollment Coordinator		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% seats filled by first 10 days of school **Staff Responsible for Monitoring:** APO/Enrollment Coordinator		65%	75%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: IDEA Los Encinos AC will have 100% enrollment complete for 23-24 school year after first 10 days of school.

Performance Objective 2: 100% of New to IDEA students will be tested and scheduled prior to the first day of school to confirm family commitment to the campus.

    Evaluation Data Sources: STREAM data; Campus Testing Tracker

    Summative Evaluation: Met Objective

    Next Year's Recommendation: complete testing before FDOS 2024

Strategy 1 Details	Reviews			

Strategy 1: 100% of new students K-5th grade will test prior to First Day of School to ensure that all students are assigned their school schedule.
    Strategy's Expected Result/Impact: 100% of new to idea students will be tested before August 7, 2023.
    Staff Responsible for Monitoring: APO/APIs
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	50%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 1: IA: Third-fifth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024 (HB3)

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** 22-23 & 23-24 STAAR data scores and reports
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Monthly progress tracking of identified students through bi-weekly exams, benchmarks, and assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: % goal met at EOY for students that MEETS grade level in the area of Reading **Staff Responsible for Monitoring:** Principal/APIs/Teachers	**Oct**	**Jan**	**Mar**	**June**
	50%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 2: IA: Third-fifth grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 57% to 59% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: 22-23 & 23-24 STAAR data scores and reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: % goal met at EOY for students that MEETS grade level in the area of Math	**Formative**			**Summative**
Strategy's Expected Result/Impact: % goal met in MEETS grade level for the area of Math	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/APIs/Teachers	65%	50%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

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

High Priority

Evaluation Data Sources: TELPAS mock scores for 23-24; 22-23 & 23-24 TELPAS final scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews		
Strategy 1: Focus on identifying student proficiency level & progress tracking for TELPAS for boy/moy/eoy		**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% or higher of students 1-5th grade will maintain or increase proficiency level.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/EB Coordinator/APIs		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

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

High Priority

Evaluation Data Sources: HB4545 rosters for 22-23 & 23-24 HB4545 roster for 4th/5th grade students

Summative Evaluation: Some progress made toward meeting Objective
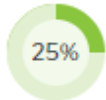
Strategy 1 Details			Reviews		
Strategy 1: Monthly tracking of HB4545 minutes through Locus Dashboard		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of HB4545 will meet minute requirements by EOY.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/HB4545 point person/APIs				
	20%	30%		

0%	No Progress	100%	Accomplished	➡	Continue/Modify	❌	Discontinue

Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 5: IA: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: SPED student content assessment trackers; IEP progress reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: SPED students 3rd-5th grade will follow IEP Minute plan with fidelity for additional support and resources through the 23-24 school year.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 60% or higher of SPED students will attain approaches or higher. **Staff Responsible for Monitoring:** SPED Teachers, Gen Ed. teachers, administration		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
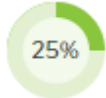
Goal 2: IDEA Los Encinos AC achieves an A Rating for 23-24 school year.

Performance Objective 6: IA : 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))

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			

Strategy 1: Students will track their progress in all content assessments weekly/monthly to showcase their progress in their student tracker planner as well as in domains 1-3 by using the Locus dashboard and respond to data appropriately
 	
    Strategy's Expected Result/Impact: Increased progress in assessment scores for each student in 3rd-5th grade through consistent tracking.
    Staff Responsible for Monitoring: Teachers, administrators
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		25%	50%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

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

    High Priority

    Evaluation Data Sources: Monthly safety drills/safety scores on locus dashboard

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct campus monthly safety drills/door sweeps and tracking campus results	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will score A rating in District Safety report card & TEA safety audits **Staff Responsible for Monitoring:** Principal/APO/Facilities Manager	**Oct**	**Jan**	**Mar**	**June**
	50%	50%		

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

Performance Objective 2: IA: 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))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Create a set monthly plan for campus engagement events for the campus to promote family campus events through timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** 85% of participation **Staff Responsible for Monitoring:** Academic Counselor/Social Worker/APO **Funding Sources:** Audio Equipment to use for Parent and Family Engagement Event - Title I, Part A (4120) - $2,384.73		**Formative**			**Summative**
		Oct	Jan	Mar	June
		25%	50%		
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 3: IDEA Los Encinos AC maintains student persistence at a 90% or higher for the 23-24 school year.

Performance Objective 3: IA: 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))

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Reviews		

Strategy 1: Follow scope and sequence for safer, smarter schools curriculum through fidelity to the dates and focus on strong coaching for all stakeholders supporting in the lessons
    Strategy's Expected Result/Impact: fidelity to the sessions/timely lessons to all students and communication to families
    Staff Responsible for Monitoring: AC/SW/Principal
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		15%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: IDEA Los Encinos AC will increase student daily attendance for the 23-24 school year to a YTD 97%.

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

    Evaluation Data Sources: MVPA minute tracker; fitness watches

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Monthly/weekly tracking of student MVPA minutes in PE to meet Quarter & EOY goals		**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of students or higher will meet EOY MVPA minutes in PE 1st-5th grade. **Staff Responsible for Monitoring:** PE Coaches/API		**Oct**	**Jan**	**Mar**	**June**
		65%	70%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: IDEA Los Encinos AC will increase student daily attendance for the 23-24 school year to a YTD 97%.

Performance Objective 2: IA & CP: IDEA Los Encinos will achieve a 97% annual attendance rate for the 23-24 school year

    High Priority

    Evaluation Data Sources: ADA reports; ADA trackers, ADA matrix

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: APO/Principal partnership weekly/monthly meetings with ADA data focus to review data as a campus and trends with a focus on key strategies/family supports
    Strategy's Expected Result/Impact: ADA YTD to maintain/grow through shared collaboration
    Staff Responsible for Monitoring: APO/Academy/CP Principals
	Formative			**Summative**

	Oct	Jan	Mar	June
	50%	50%		

	No Progress		Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: IDEA Los Encinos AC will maintain or increase 85% or higher staff retention for the 23-24 school year.

Performance Objective 1: IA : 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: coaching cycle trackers; pd backwards plan, and

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Staff members feel coached and supported through effective implementation and consistency of the SDC cycle. **Staff Responsible for Monitoring:** Principal/APIs/APO	85%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: IDEA Los Encinos AC will maintain or increase 85% or higher staff retention for the 23-24 school year.

Performance Objective 2: IA: IDEA Los Encinos is 100% 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff vacancies filled with high quality candidates for the 23-24 school year	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Talent Partner/Principal/VP		90%	90%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Audio Equipment to use for Parent and Family Engagement Event		$2,384.73
				Sub-Total	$2,384.73
				Budgeted Fund Source Amount	$3,428.07
				+/- Difference	$1,043.34
				Grand Total Budgeted	$3,428.07
				Grand Total Spent	$2,384.73
				+/- Difference	$1,043.34