

IDEA Public Schools
Mays Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 30, 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: May 25, 2023

Demographics

Demographics Summary

IDEA Mays Academy is an elementary school on the West Side of San Antonio serving 700+ students in grades K-5. IDEA Mays opened up in 2016 and has continuously grown since then. IDEA Mays is an open enrollment public charter school that prides itself in rigorous academics for underserved communities. IDEA Mays Academy also currently has 3 Special Education Classrooms for more severe scholars. IDEA Mays Academy was most recently ranked as an A Campus (96) by TEA; one of the highest in the IDEA Public School District.

Demographics Strengths

IDEA Mays offers intervention classes to scholars who are behind academically.

IDEA Mays offers a competitive salary for teachers with experience.

IDEA Mays is achieving it's mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence as it has declined over the past two years. **Root Cause:** 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.

Problem Statement 2 (Prioritized): There is a need to ensure contents are taught with fidelity. **Root Cause:** 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Student Learning

Student Learning Summary

During the 21.22 school year, IDEA Mays Academy earned an overall rating of a 96 (A) by the TEA. They scored a 91 on Domain 1; 94 on Domain 2; and a 100 on Domain 3. This is the highest that IDEA Mays Academy has ever scored. They also grew significantly in both Special Education Data and English Learner Data. IDEA Mays Academy also earned all eligible distinctions from the TEA.

During the 22.23 school year IDEA Mays Academy continued the trajectory of high student learning outcomes on all MOCK assessments. IDEA Mays Academy's projected scores rank it amongst the highest in IDEA Public Schools.

“See PDF in Addendum for more information.”

Student Learning Strengths

- Strong internal data tracking, progress monitoring and sub-population reporting
- Increase from pre-pandemic results and pandemic results
- Higher number of scholars hit growth goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam. **Root Cause:** Intervention groups not implemented with fidelity.

Problem Statement 2 (Prioritized): 1st grade students did not meet 90% on grade level in direct instruction at end of year. **Root Cause:** Intervention plan did not occur until mid way through the 3rd quarter.

School Processes & Programs

School Processes & Programs Summary

Teachers received weekly professional development based on trends identified by the Mays Campus Lead Team. Campus communicates via Remind (primary) and various social media outlets(secondary). Lead team and Grade Team leaders meet once a month to identify and problem solve around campus trends. Campus provides various extracurricular activities and enrichment.

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.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year

- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement strategy is not comprehensive and cohesive across all schools. **Root Cause:** No set family engagement events set at Beginning of Year.

Problem Statement 2 (Prioritized): Lack of extracurricular activities offered **Root Cause:** Low teacher investment to sponsor clubs in Academy

Perceptions

Perceptions Summary

Student conflict has been reduced significantly this year due to the commitment to peer mediation, Scholar2Scholar Peer Mentoring, etc. Teacher retention has declined this year in comparison to 21.22. We are currently around 85% staff retention, but that number will be dropping.

Perceptions Strengths

1 High performing teacher retention
2 100% Grade Team Leader retention
3 Promotion of internal co-teachers and teachers to higher level positions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the past couple of years, our student mental health cases have increased. **Root Cause:** Lack of consistent implementation of Move This World curriculum.

Problem Statement 2 (Prioritized): Overall staff retention lower than previous school year. **Root Cause:** Staff investment in accountability measures inconsistent.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years.

Root Cause 1: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure contents are taught with fidelity.

Root Cause 2: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our family engagement strategy is not comprehensive and cohesive across all schools.

Root Cause 3: No set family engagement events set at Beginning of Year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of extracurricular activities offered

Root Cause 4: Low teacher investment to sponsor clubs in Academy

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the past couple of years, our student mental health cases have increased.

Root Cause 5: Lack of consistent implementation of Move This World curriculum.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.

Root Cause 6: Intervention groups not implemented with fidelity.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 1st grade students did not meet 90% on grade level in direct instruction at end of year.

Root Cause 7: Intervention plan did not occur until mid way through the 3rd quarter.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Overall staff retention lower than previous school year.

Root Cause 8: Staff investment in accountability measures inconsistent.

Problem Statement 8 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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








Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 90% of Mays Academy's scholars in Kinder - 2nd will be on grade level in Math and Reading by the end of the 23/24 SY.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly data submission and review.</p> <p>Strategy's Expected Result/Impact: Increase in pace of growth.</p> <p>Staff Responsible for Monitoring: API/Principal/Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 2</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 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>

Student Learning

Problem Statement 2: 1st grade students did not meet 90% on grade level in direct instruction at end of year. **Root Cause:** Intervention plan did not occur until mid way through the 3rd quarter.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 48% to 60% in Spring 2024 (HB3)







Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure students receive high quality intervention. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Assistant Principals, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 Funding Sources: Interventionist - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024. (HB3)






Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure students receive high quality intervention to close gaps in learning.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Interventionist - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))






Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure EB scholars receive high quality intervention. Strategy's Expected Result/Impact: Increase in TELPAS results Staff Responsible for Monitoring: EB Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: Online Program for EB Scholars - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>
School Processes & Programs
<p>Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. Root Cause: No set family engagement events set at Beginning of Year.</p>

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure scholars meet the required number of TEK targeted minutes through intervention. Strategy's Expected Result/Impact: Increase in student achievement scores. Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 Funding Sources: Funding for tutoring - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>

Goal 2: IDEA achieves an A Rating

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

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure CSI and intervention are implemented with fidelity. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals, SpEd Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 70%		
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>
Perceptions
<p>Problem Statement 1: During the past couple of years, our student mental health cases have increased. Root Cause: Lack of consistent implementation of Move This World curriculum.</p>

Goal 2: 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))

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily data reaction to identify gaps in student learning with clear plans to close the gap. Strategy's Expected Result/Impact: Increase pace of closing gaps to meet the goal of 90/60/30 on STAAR. Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:








Demographics
<p>Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years. Root Cause: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.</p>
<p>Problem Statement 2: There is a need to ensure contents are taught with fidelity. Root Cause: 1. Prioritizing Math and Reading due to the gaps caused by the pandemic. 2. Teacher persistence caused a lack of staff available for Science and Social Studies.</p>
School Processes & Programs
<p>Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. Root Cause: No set family engagement events set at Beginning of Year.</p>

Goal 3: 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))

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure safety drills are scheduled throughout the whole year before BOY. Strategy's Expected Result/Impact: School stays in compliance with safety drills. Staff Responsible for Monitoring: Principal, Assistant Principal of Operations.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 3: 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

HB3 Goal








Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule meetings and advertise to parents during BOY PD. Strategy's Expected Result/Impact: Stay in compliance with 100% of meetings. Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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))







High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Get Safer Smarter Schools paperwork signed during Meet The Teacher</p> <p>Strategy's Expected Result/Impact: Start SSS program earlier in the school year.</p> <p>Staff Responsible for Monitoring: School Counselor.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure PE teachers has all materials needed to track minutes before FDOS. Strategy's Expected Result/Impact: Meet MVPA goal. Staff Responsible for Monitoring: PE Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly celebrations for highest ADA. Strategy's Expected Result/Impact: Increase in average daily attendance. Staff Responsible for Monitoring: SIS, APO, Principal, APIs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase student persistence as it has declined over the past two years. Root Cause: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events.</p>
School Processes & Programs
<p>Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across all schools. Root Cause: No set family engagement events set at Beginning of Year.</p>






Goal 5: 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.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Quarterly check ins with all staff members to ensure they are being supported to their fullest</p> <p>Strategy's Expected Result/Impact: Completion of staff development cycles</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Direct Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</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:

Perceptions
<p>Problem Statement 2: Overall staff retention lower than previous school year. Root Cause: Staff investment in accountability measures inconsistent.</p>

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Mays 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuously staff when positions become open; attend Super Interview Days until fully staffed.</p> <p>Strategy's Expected Result/Impact: 100% staffed</p> <p>Staff Responsible for Monitoring: Principal</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, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</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 2: Overall staff retention lower than previous school year. Root Cause: Staff investment in accountability measures inconsistent.</p>

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionist		\$0.00
2	2	1	Interventionist		\$0.00
2	3	1	Online Program for EB Scholars		\$0.00
2	4	1	Funding for tutoring		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,478.30
+/- Difference					\$2,478.30
Grand Total Budgeted					\$2,478.30
Grand Total Spent					\$0.00
+/- Difference					\$2,478.30