

IDEA Public Schools
Owassa 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.

At IDEA Owassa we provide a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social and emotional development necessary for success in college, career, and life.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

We believe... in the potential of ALL students to be their best selves. We believe that a Bronc embodies the values of bravery, strength, perseverance, and honesty.

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: September 12, 2023

Demographics

Demographics Summary

Owassa Academy serves about 800+ students in grades K-5th in Pharr Texas. We are a public charter school that works by having open enrollment throughout the year. We have a great curriculum in our lower grades Pre-K-2nd that is tailored to each student's need and we also have a great Special Education program with qualified teachers that lets us provide instruction to all students. We are currently at 100% teacher retention so we are proud to say that every year that we retain our teachers, our students are getting the best education possible because our teachers know the curriculum and use best practices to teach our students the skills that they need to know to get one step closer to college. Our school demographics consist of:

African American:0.01%

Hispanic:1.35%

White:71.40%

Asian:0.16%

Economically Disadvantaged:92.40%

EL:49.49%

SPed:5.32%

Female:47.72%

Male:52.27%

Demographics Strengths

Owassa Academy has a strong culture and climate where students, staff, and parents feel a good sense of belonging. Owassa culture is built with a foundation of communication, this helps parents understand the importance of students' presence to ensure a college-ready education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of accountability for students absent affecting ADA, **Root Cause:** Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 2 (Prioritized): There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause:** Lack of consistent celebrations to motivate students and parents to come daily.

Student Learning

Student Learning Summary

Our *Pre-K through 2nd* Grade students ended the year in Reading at 90% on level for DI. Teachers and leaders worked collaboratively to develop intervention plans from the beginning of year utilizing backwards plans. PK-2nd grade students met 90/60/30 for semester exams in Math, Science and Social Studies due to strong lesson delivery. *3rd- 5th* grade teachers worked tirelessly to provide our students with quality instruction that challenged their thinking daily. Our approaches increased from Semester Mock to March Mock. *3rd* grade ELA team increased from a 40% to a 45%, *4th* grade increased from 54% to a 67%, and *5th* grade increased from 54% to a 62%.

Student Learning Strengths

DI Data tracking was an area of strength this school year and progress towards goals was revisited on a weekly basis to drive individualized instruction. Intervention was strategically planned, and time was strictly protected to move data. 1st grade reading had a % on track increase of ten points. Students across all grade levels consistently had anchor charts visible being used as access points and CFS. They use dictionaries daily and were highly encouraged to use them anytime they did not understand a word. This year our students were given the task to collaborate with their peers to give and receive feedback on their oral and written work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need of EL/EB curriculum support across all grade levels. **Root Cause:** There is a lack of teacher training and certification to support our EB students.

Problem Statement 2 (Prioritized): There is a need to focus on student reading comprehension across K-5th grade. **Root Cause:** There is a lack of coaching teachers on comprehension strategies for students to use across contents.

School Processes & Programs

School Processes & Programs Summary

Programs:

- DI Curriculum
- Wit & Wisdom
- Special Education
- Traditional
- Bilingual
- ESL

Processes

- Bi-weekly staff meetings
- Bi-weekly grade level meetings
- Weekly observations as instructional leaders
- Weekly targeted practice sessions
- Weekly Culture and Instructional Rounds
- Weekly Content meetings

School Processes & Programs Strengths

School Processes & Programs Strengths

- **Established processes are followed with fidelity and involve the input of all stakeholders**
- **Processes have served to assist campus in the early identification of students needing special services such as speech, 504, etc.**
- **Teacher Development process continue throughout the year to strengthen teachers still related to instructional delivery**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. **Root Cause:** At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 2 (Prioritized): There is a lack of knowledge and strategies to help our Special populations. **Root Cause:** Teachers have not been trained with strategies.

Problem Statement 3 (Prioritized): There is a lack of trust from some teachers in the lead team **Root Cause:** Some teachers do not feel supported, coached, and validated

Perceptions

Perceptions Summary

Following core values to guide our actions and choices while utilizing data to focus on areas of improvement. Our campus lead team and teachers are quick to follow up on calls and concerns with parents as well as participation in social media and events to involve families.

Perceptions Strengths

An area of strength is that we offer frequent opportunities for parent engagement with small events, we are currently active in social media and quick and frequent with remind announcements and messages, as well as being quick with responses to parents as needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. **Root Cause:** The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

Problem Statement 2 (Prioritized): The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause:** The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Priority Problem Statements

Problem Statement 1: There is a need to focus on student reading comprehension across K-5th grade.

Root Cause 1: There is a lack of coaching teachers on comprehension strategies for students to use across contents.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need of EL/EB curriculum support across all grade levels.

Root Cause 2: There is a lack of teacher training and certification to support our EB students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of accountability for students absent affecting ADA,

Root Cause 3: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations.

Root Cause 4: Lack of consistent celebrations to motivate students and parents to come daily.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%.

Root Cause 5: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a lack of knowledge and strategies to help our Special populations.

Root Cause 6: Teachers have not been trained with strategies.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels.

Root Cause 7: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The problem is there is gap in communication to from teacher to teacher and then teacher to parent.

Root Cause 8: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a lack of trust from some teachers in the lead team

Root Cause 9: Some teachers do not feel supported, coached, and validated

Problem Statement 9 Areas: School Processes & Programs

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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Support Systems and Other Data

- Communications data
- Study of best practices









Goals

Goal 1: Meet or exceed enrollment targets

Performance Objective 1: 100% of enrollment target will be met or exceed as set by the Texas Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Enrollment Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistent weekly and monthly recruitment events</p> <p>Strategy's Expected Result/Impact: Ensuring we stay on top of weekly and monthly recruitment events by identifying and planning around it during APO check-ins will result in meeting for exceeding enrollment targets.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations and Principal</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maximizing Social Media and Virtual Recruitment</p> <p>Strategy's Expected Result/Impact: By maximizing social media and virtual recruitment by marketing why our school is unique will result in meeting or exceeding enrollment targets</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations and Principal</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause:** Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.

Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause:** Lack of consistent celebrations to motivate students and parents to come daily.

Perceptions

Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause:** The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made







Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: 3rd-5th students perform 90/60/30 as measured by TEA on STAAR in Spring 2025 (HB3). Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 54% in Spring 2024 (HB3). Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 45% to 47% in Spring 2024 (HB3).

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Weekly & Internal Data Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Coaching and Development</p> <p>Strategy's Expected Result/Impact: The impact of observing and coaching will enable teachers to make change in data to ensure first teach is done purposefully and close gaps for all students, including special populations. This will be done on a weekly basis by providing quality lesson plan feedback and weekly coaching focused on Teachboost data.</p> <p>Staff Responsible for Monitoring: Principal, API, VP, Classroom Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>30%</p>	 <p>45%</p>		
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. Root Cause: There is a lack of teacher training and certification to support our EB students.</p>
<p>Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. Root Cause: There is a lack of coaching teachers on comprehension strategies for students to use across contents.</p>
School Processes & Programs
<p>Problem Statement 1: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. Root Cause: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.</p>

School Processes & Programs

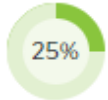







Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause:** Teachers have not been trained with strategies.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: TELPAS Exam Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Student Identification</p> <p>Strategy's Expected Result/Impact: The intended impact of this students identification will allow teachers to know who their EB students are and what proficiency level they are at for each ELPS. This will also allow teachers to know exactly what students need help with and what strategies to use during instruction.</p> <p>Staff Responsible for Monitoring: Classroom teacher, API, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor Growth</p> <p>Strategy's Expected Result/Impact: The intended impact will be to use various tools throughout the year to help students increase in at least one proficiency level in ELPS through DI, REN STAR, assessments and observations.</p> <p>Staff Responsible for Monitoring: Classroom teachers, API, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. Root Cause: There is a lack of teacher training and certification to support our EB students.</p>

Student Learning

Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. **Root Cause:** There is a lack of coaching teachers on comprehension strategies for students to use across contents.

School Processes & Programs

Problem Statement 1: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%. **Root Cause:** At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. **Root Cause:** Teachers have not been trained with strategies.







Goal 2: IDEA achieves an A Rating

Performance Objective 3: AC: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: HB4545 Locus Dashboard, TEA,

Strategy 1 Details	Reviews			
<p>Strategy 1: Afterschool and In-School Tutoring</p> <p>Strategy's Expected Result/Impact: The intended result will be to identify students who need to be HB45 classified and start tutoring in October (Tues-Thur) to be able to meet the required hours for each content and close the achievement gaps for each student.</p> <p>Staff Responsible for Monitoring: API, Principal, VP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. Root Cause: There is a lack of teacher training and certification to support our EB students.</p>
<p>Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. Root Cause: There is a lack of coaching teachers on comprehension strategies for students to use across contents.</p>
School Processes & Programs
<p>Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. Root Cause: Teachers have not been trained with strategies.</p>







Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Edcite, Locus Dashboard, LA, Mock Exams, Quizzes, EOM, MM

Strategy 1 Details	Reviews			
<p>Strategy 1: SpED and Gen Ed Teachers Collaboration</p> <p>Strategy's Expected Result/Impact: The intended impact of this strategy will be for our teachers to collaborate to see what accommodations will be purposeful for our students based on their individualized IEPs.</p> <p>Staff Responsible for Monitoring: SpEd and Gen Teachers, API , Principals, Ashley Wheeler</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>30%</p>		
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Performance Objective 4 Problem Statements:







Student Learning
<p>Problem Statement 1: There is a need of EL/EB curriculum support across all grade levels. Root Cause: There is a lack of teacher training and certification to support our EB students.</p>
<p>Problem Statement 2: There is a need to focus on student reading comprehension across K-5th grade. Root Cause: There is a lack of coaching teachers on comprehension strategies for students to use across contents.</p>
School Processes & Programs
<p>Problem Statement 2: There is a lack of knowledge and strategies to help our Special populations. Root Cause: Teachers have not been trained with strategies.</p>

Goal 3: Increase student persistence

Performance Objective 1: AC 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: Locus Dashboard, Power BI



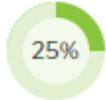





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase visibility of safety protocols on campus</p> <p>Strategy's Expected Result/Impact: The intended impact is to increase campus score on parent survey corresponding to campus safety.</p> <p>Staff Responsible for Monitoring: APO , CCT committee, all staff</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 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:

Perceptions
<p>Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. Root Cause: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.</p> <p>Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. Root Cause: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made</p>

Goal 3: Increase student persistence

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Parents will have a positive experience resulting in a high participation in school events and family engagement activities.</p> <p>Staff Responsible for Monitoring: APO, counselor and teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train families in our Parent Academies about Curriculum and how they can help with homework at home.</p> <p>Strategy's Expected Result/Impact: 100% of families will know how to help their child at home.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 4.2</p> <p>Funding Sources: Sound System - Title I, Part A (4120) - PAR - \$1,500, Meeting Supplies - Title I, Part A (4120) - PAR - \$2,007.22</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

Problem Statement 1: There is a lack of accountability for students absent affecting ADA, **Root Cause:** Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.







Perceptions

Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause:** The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

Goal 3: Increase student persistence

Performance Objective 3: AC: 100% of classrooms will complete the Anti-Bullying and Safer, Smarter School as required and additional social emotional and/or behavioral health education curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Counselor tracker



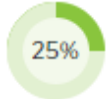





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a calendar to deliver Anti-Bullying and Safer, Smarter School curriculum campus wide in order to meet district deadline.</p> <p>Strategy's Expected Result/Impact: Will provide a plan for 100% delivery of curriculum</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
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Perceptions
<p>Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels. Root Cause: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.</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 X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure PE Lesson plans are turned in on a weekly basis and instructional managers provide quality feedback. Strategy's Expected Result/Impact: To ensure coaches have a clear plan to get students moving in a fun and engaging way, moving them closer to meeting their individual goals. Staff Responsible for Monitoring: Coaches, API, Principal , APO</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitoring and tracking minutes during PE and Recess Strategy's Expected Result/Impact: 100% of students are consistently meeting quarterly benchmarks. Staff Responsible for Monitoring: Coaches, API</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 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:

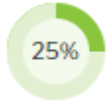







Demographics
<p>Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. Root Cause: Lack of consistent celebrations to motivate students and parents to come daily.</p>

Goal 4: Increase student daily attendance

Performance Objective 2: Owassa Academy will achieve a XX% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Dashboard, ADA Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: ADA Tracking on a daily/weekly basis. Strategy's Expected Result/Impact: Being able to identify ADA concerns and follow the ADA Escalation Matrix promptly and consistently. Staff Responsible for Monitoring: APO, Teachers, Principal, API's</p> <p>Title I: 4.2 Problem Statements: Demographics 1, 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Investment of all Stakeholders Strategy's Expected Result/Impact: At least 90% of students will be on campus every day. Staff Responsible for Monitoring: APO, SIS, Teachers, API's, Counselors, Principal</p> <p>Title I: 4.2 Problem Statements: Demographics 1, 2 - Perceptions 1, 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:

Demographics
<p>Problem Statement 1: There is a lack of accountability for students absent affecting ADA, Root Cause: Lack of consistent communication between teachers, students, and APO. Parents of students that were chronically absent were not being met consistently for ADA Matrix meetings by instructional staff or APO and APO was not tracking ADA Matrix to share with the lead team the repeated offenders.</p>

Demographics

Problem Statement 2: There is a lack of student incentive bi weekly, monthly, and quarterly celebrations. **Root Cause:** Lack of consistent celebrations to motivate students and parents to come daily.

Perceptions

Problem Statement 1: There is a need for being consistent with following through with consequences with parents in regards to attendance and behavioral issues at all grade levels.
Root Cause: The root cause is parents not seeing the consequences from the very beginning and feeling as though there will not be consequences no matter how far the problem goes.







Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. **Root Cause:** The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made

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.

Evaluation Data Sources: Retention Dashboard, Staff development Cycle Reports, Great Places to work on survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: Teachers and staff are coach and developed throughout the year</p> <p>Staff Responsible for Monitoring: Principal and all direct managers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: 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 1 Problem Statements:

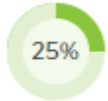
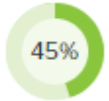




Perceptions
<p>Problem Statement 2: The problem is there is gap in communication to from teacher to teacher and then teacher to parent. Root Cause: The root cause is teachers not being in sync when it comes to handling student of concern and following up with parents when initial contact is not made</p>

Goal 5: Increase staff retention

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

High Priority

Evaluation Data Sources: Retention Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high-quality candidates per role by using high-quality resume criteria.</p> <p>Strategy's Expected Result/Impact: The impact will be to have a positive school culture, high-quality instruction, and work environment.</p> <p>Staff Responsible for Monitoring: Lead Team</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: There is a lack of trust from some teachers in the lead team Root Cause: Some teachers do not feel supported, coached, and validated</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jorge Alanis	Interventionist	Title I	1
Pamela Reyes	AR Zone Faicilitator	Title I	1
Vanessa Villarreal	Interventionist	Title I	1

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Sound System	PAR	\$1,500.00
3	2	2	Meeting Supplies	PAR	\$2,007.22
Sub-Total					\$3,507.22
Budgeted Fund Source Amount					\$3,507.22
+/- Difference					\$0.00
Grand Total Budgeted					\$3,507.22
Grand Total Spent					\$3,507.22
+/- Difference					\$0.00