

IDEA Public Schools
Quest Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 25, 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 Quest Academy is a public charter school located on the outskirts of McAllen Texas. Current grades are Pre-Kinder through 5th grade. We currently have open enrollment.

Quest has after school clubs which are directed by 21st Century Grant. The programs vary from academic to extracurricular activities to promote academic success and opportunity for fitness “Healthy Kids Here”.

Special programs available on campus are Bilingual/ESL, 504 and Special Education.

Number of Students per Grade Level:

PK: 51

Kinder: 109

1st: 117

2nd: 109

3rd: 126

4th: 114

5th: 123

Ethnic Distribution:

American Indian or Native Alaskan: 2

Asian or Pacific Islander: 12

Black, not of Hispanic origin: 3

Hispanic: 711

White, not of Hispanic Origin: 34

Unclassified: 0

Sex:

Male: 394

Female: 368

Socio economic Status:

Eligible for free meals: 439

Eligible for reduced price meals: 17

Other economic disadvantage: 223

504: 14

EB Students: 335

Dyslexia: 3

Foster Care: 0

Homeless: 1

Immigrants: 9

Migrant: 0

Title 1: 0

Military Connected: 1

Demographics Strengths

IDEA Quest provides an opportunity to economically disadvantaged students. IDEA Quest focuses in ensuring each child is provided with a quality education and know that a college pathway is possible for them.

Ensuring the safety of students, Quest has an armed police officer on campus during the school year due to campus having multiple entry points.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student persistence at IDEA Quest has been a concern for the past few years. It is not only affecting new students but also our returning students. **Root Cause:** (1) Lack of extra-curricular activities that interest our students are not offered at Quest Academy. (2) Lack of building relationship between staff and student.

Problem Statement 2 (Prioritized): Even though IDEA Quest does offer certain UIL sports parents decide to go with public schools to experience the missing activities that are not offered. **Root Cause:** (1) Lack of extra-curricular activities not offered at IDEA Public Schools. (2) Lack of funds to include after school electives

Student Learning

Student Learning Summary

Using our 22-23 mock data, our score for domain 1 is a 75. For domain 2 we scored 84. For domain 3, we scored a 67. When entered into the TEA calculator, our overall estimated score is a 67 projecting our campus to be at a D. We had a 7-point growth in our overall SAS score from semester to mock. Compared to our peers across the district, we outperformed them in math and reading contents. When comparing our special ed population to other campuses in the district, our sped population outperformed the rest of the schools in the math content area. In reading, our students were just above the district average. As of May 5, in Direct Instruction, 98% of our students across PK-2 are on track to meet end of year goal. With this percentage of students on track, this places us 1st amongst the other campuses in our district.

See PDF in Addendum for more information.

Student Learning Strengths

RLA:

In all grade levels, instruction has become horizontally aligned between RLA and writing content, as teachers have a heightened sense of cross-curricular awareness due to consistent collaboration and fidelity of data tracking. They can now accurately identify student misconceptions to address each other's academic gaps. Vertical alignment has become more succinct with the introduction of specific acronyms such as "RACE" to aid in students producing exemplary writing samples.

Science:

Attention to detail in answering strategic questions using claim and evidence on paper and online vertically aligned in 3rd-5th

Using analytical skills during independent work, breaking down the question, using logic and reasoning to find the answer

Students work across grades in small lab groups using hands-on materials to help formulate hypothesis and make observations

Data analysis skills

Math:

Multiplication mastery using standard algorithm

Daily reference of key points for objective mastery

Math strategies have been vertically aligned across all grade levels

Seamlessly integrated online testing platform from the very start of the year, increasing student exposure to STAAR 2.0 question formats

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students across the RLA content are not earning full credit for written responses. **Root Cause:** Writing instruction is not prioritized in grades K-2. Focus in the lower grades is targeting decoding and fluency skills and is not focused on the foundational skills needed for writing. This causes gaps to be present for our 3rd - 5th grade scholars in writing. Due to having a "quantity over quality" mindset, students go off topic or provide details that are irrelevant to the prompt.

Problem Statement 2: District adopted curriculum does not align to TEKS or question formats that are included on all formal and state exams. **Root Cause:** Math Teachers have not received the required training to incorporate supplemental materials and embed them into their lessons. Quality professional development would help minimize the gaps that exist between the curriculum and the state standards.

Problem Statement 3 (Prioritized): K-4th grade academic vocabulary, and question types within the IDEA science curriculum are not properly scaffolded. **Root Cause:** Due to the curriculum being relatively new to teachers, vertical alignment is virtually nonexistent across grade levels K - 5. This leads to students not being properly prepared for the rigor of the 5th grade science STAAR exam.

School Processes & Programs

School Processes & Programs Summary

Quest Academy coaches and develops leaders through an established rubric by the district (School Leadership Levers). New leaders are provided with an additional coach that assists in the onboarding and development. In addition, a training path is created with a scope and sequence that sets them up for success throughout the year and years to come. Weekly/Bi-Weekly check-ins with each direct report to ensure that development is taking place along with opportunities to provide 2-way feedback. Professional development is provided to staff based on trends identified throughout the school through campus professional development and district provided content specific training. Teachers are developed through classroom observations and coaching using a district wide normed rubric (Guideposts for Excellent Teaching). Our teacher's retention system is through a Teacher Career Pathway and through this the teachers follow a rubric to be placed at different levels of recognition. Our staff follows a Team & Family model where we are all one and are all here for each other. Teacher celebrations at the campus level selected by their peers for Teacher of the Month and Co-Teacher of the month along with Core Value recognitions. In addition, administration promotes a culture of appreciation via monthly token of appreciation and staff gathering, birthday celebrations and attendance recognitions. Our campus follows the district outlined curriculums for all contents in grades Kinder-5th.

See PDF in Addendum for additional information.

School Processes & Programs Strengths

- IDEA Quest Academy Parents rate our campus as 4.9 out of 5.0 on the 2023 family survey statement: "My School is preparing my child for college"
- IDEA Quest Academy parents rate our campus as 4.9 out of 5.0 on the 2023 family survey statement "My school holds my child to high academic standards."
- Staff Retention is above 85%
- 5 Teachers awarded Teacher Incentive Allotment 2023 (3 Master Level & 2 Exemplary level)
- Quest Academy has 14 Master level Teachers through Teacher Career Pathway
- 11 level 4 Advanced IDEA teachers though Teacher Career Pathway

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students in grades K-5 struggle with spelling (including basic sight words). **Root Cause:** Our teachers do not focus on in-depth spelling rules for students to target and master since it is not a component within our RLA blocks, lack of resources for teachers to implement to build spelling.

Problem Statement 2 (Prioritized): Our campus professional development is not differentiated for each staff member. **Root Cause:** Our campus identifies a trend, and all are trained in it regardless of need, it is easier to plan for one track versus multiple, different tutoring/daily schedules that interfere with differentiated trainings.

Perceptions

Perceptions Summary

Our campus uses trackers for each grade level to keep track of the amount of students and parents who show up to our events. We have also started using Stream to document these participation rates.

One of the main barriers that prevent participation would be the time of the events. Some of our events start at 4:30 and end by 5:30/6 pm. Some parents don't get out of work until 5 so it makes it harder for them to show up to our events. Also, some of our flyers don't make it home, or parents don't log into Class Dojo or Remind to see our messages.

Perceptions Strengths

Our campus has a low turn over rate for teachers. Teachers at this campus enjoy the people they work with and the environment they work in.

Also, we have been Campus of the Year for many years and it gives our campus a push to be the best every year.

Our staff has been here for a long time so we know the families and each other. We have an opportunity to create bonds, not only with each other, but also with our returning families year after year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our ADA has been low this past year and this has affected our average for the whole year. **Root Cause:** Students don't have many fun activities to look forward to throughout the year. Many of the things they get are quick and don't take much time.

Problem Statement 2 (Prioritized): Our Campus persistence is low. We have not been meeting our monthly benchmarks throughout the year. **Root Cause:** High homework expectations and too much homework, new family culture shock with uniforms and level of rigor and high expectations, safety.

Priority Problem Statements

Problem Statement 1: Students across the RLA content are not earning full credit for written responses.

Root Cause 1: Writing instruction is not prioritized in grades K-2. Focus in the lower grades is targeting decoding and fluency skills and is not focused on the foundational skills needed for writing. This causes gaps to be present for our 3rd - 5th grade scholars in writing. Due to having a "quantity over quality" mindset, students go off topic or provide details that are irrelevant to the prompt.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our Campus persistence is low. We have not been meeting our monthly benchmarks throughout the year.

Root Cause 2: High homework expectations and too much homework, new family culture shock with uniforms and level of rigor and high expectations, safety.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our ADA has been low this past year and this has affected our average for the whole year.

Root Cause 3: Students don't have many fun activities to look forward to throughout the year. Many of the things they get are quick and don't take much time.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our campus professional development is not differentiated for each staff member.

Root Cause 4: Our campus identifies a trend, and all are trained in it regardless of need, it is easier to plan for one track versus multiple, different tutoring/daily schedules that interfere with differentiated trainings.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our students in grades K-5 struggle with spelling (including basic sight words).

Root Cause 5: Our teachers do not focus on in-depth spelling rules for students to target and master since it is not a component within our RLA blocks, lack of resources for teachers to implement to build spelling.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: K-4th grade academic vocabulary, and question types within the IDEA science curriculum are not properly scaffolded.

Root Cause 6: Due to the curriculum being relatively new to teachers, vertical alignment is virtually nonexistent across grade levels K - 5. This leads to students not being properly prepared for the rigor of the 5th grade science STAAR exam.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Even though IDEA Quest does offer certain UIL sports parents decide to go with public schools to experience the missing activities that are not offered.

Root Cause 7: (1) Lack of extra-curricular activities not offered at IDEA Public Schools. (2) Lack of funds to include after school electives

Problem Statement 7 Areas: Demographics

Problem Statement 8: Student persistence at IDEA Quest has been a concern for the past few years. It is not only affecting new students but also our returning students.

Root Cause 8: (1) Lack of extra-curricular activities that interest our students are not offered at Quest Academy. (2) Lack of building relationship between staff and student.

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

- 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

- 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
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals











Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: ACT Scores

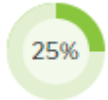






Strategy 1 Details	Reviews			
<p>Strategy 1: Assist CP staff in providing a positive testing environment for students prior to them taking ACTs</p> <p>Strategy's Expected Result/Impact: Increase ACT scores</p> <p>Staff Responsible for Monitoring: CP Testing Coordinator, CP Principal, and any other CP personnel proctoring Exams</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensuring students end the year on grade level and pass assessment to prepare them for college readiness.</p> <p>Strategy's Expected Result/Impact: Build college readiness and build foundational skills to meet ACT requirements</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

HB3 Goal

Evaluation Data Sources: TSI scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with college counselors for support towards TSIA college readiness benchmark (HB3)</p> <p>Strategy's Expected Result/Impact: Ensure all graduates meet requirements for TSIA college readiness</p> <p>Staff Responsible for Monitoring: College Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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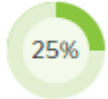

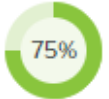




Goal 2: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 67% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Bi-Weekly vertical alignment meetings with all RLA instructional Staff</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge to increase 3rd grade RLA scores</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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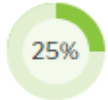






Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 49% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: weekly assessments, district assessments, STAAR scores








Strategy 1 Details	Reviews			
<p>Strategy 1: Bi-Weekly vertical alignment meetings with all Math instructional Staff</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge to increase 3rd grade Math scores</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: mock TELPAS assessment, TELPAS scores

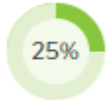






Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct parent meetings to discuss plans for literacy objectives in all contents that will build students ability in reading, writing, and speaking</p> <p>Strategy's Expected Result/Impact: Meet Domain 3 TELPAS target</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Literacy resources to increase student scores in RLA - Title I, Part A (4120) - \$1,423.13</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>50%</p>	 <p>75%</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Internal tracker and PowerSchool



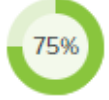




Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Intervention provided through small group instruction pull outs throughout the instructional day and also afterschool as needed to accelerate instruction and close academic gaps.</p> <p>Strategy's Expected Result/Impact: close academic gap for students and provide growth on state assessments</p> <p>Staff Responsible for Monitoring: APIs and SC</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 23% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Locus dashboard, weekly assessments, district benchmarks, STAAR scores

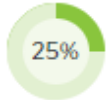






Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly Special Programs meeting: SPED and students of concern Strategy's Expected Result/Impact: Increase SPED STAAR results Staff Responsible for Monitoring: Principal and SPED Teacher</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IDEA Quest Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Locus dashboards, weekly assessments, district assessments








Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: Hit 90/60/30 across all STAAR contents</p> <p>Staff Responsible for Monitoring: APIs, Teachers, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: campus safety audits/walkthroughs, dashboard








Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly meetings with crisis team to discuss safety concerns and plan accordingly</p> <p>Strategy's Expected Result/Impact: Increase student persistence</p> <p>Staff Responsible for Monitoring: APO, SC, SW</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student persistence

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

High Priority








Evaluation Data Sources: sign-in sheets, parent contact logs, campus flyers, parent surveys

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: Meet Students persistence</p> <p>Staff Responsible for Monitoring: APO, SC, SW</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Family engagement activity games - Title I, Part A (4120) - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student persistence

Performance Objective 3: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))








Evaluation Data Sources: district tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with families about anti-Bullying and safer smarter schools curriculum and track participation rates</p> <p>Strategy's Expected Result/Impact: Meet student persistence and reduce the number of student incidents</p> <p>Staff Responsible for Monitoring: SC and SW</p> <p>Title I: 2.6</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 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: Fitness ambassadors, fitness gram, campus tracker

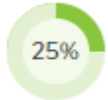






Strategy 1 Details	Reviews			
<p>Strategy 1: Track and manage data weekly to address areas of concern as needed</p> <p>Strategy's Expected Result/Impact: Meet PE Honor Roll and increase student attendance</p> <p>Staff Responsible for Monitoring: Coaches and API</p> <p>Title I: 2.6</p>	Formative			Summative
	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: IDEA Quest Academy will achieve a XX% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA tracker, escalation matrix meetings/tracker

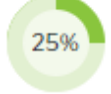






Strategy 1 Details	Reviews			
Strategy 1: Celebrate students Monthly for perfect attendance and utilize escalation matrix Strategy's Expected Result/Impact: Increase students daily attendance Staff Responsible for Monitoring: APO, SIS, SW, SC Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: Increase staff retention

Performance Objective 1: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

High Priority








Evaluation Data Sources: campus tracker, Cornerstone data, GPTW survey

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: Increase staff retention</p> <p>Staff Responsible for Monitoring: All campus managers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase staff retention

Performance Objective 2: IDEA Quest Academy is XX% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff retention dashboard, campus tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role using high quality resume criteria</p> <p>Strategy's Expected Result/Impact: Increase staff retention</p> <p>Staff Responsible for Monitoring: Hiring Managers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Literacy resources to increase student scores in RLA		\$1,423.13
3	2	1	Family engagement activity games		\$2,000.00
Sub-Total					\$3,423.13
Budgeted Fund Source Amount					\$3,423.13
+/- Difference					\$0.00
Grand Total Budgeted					\$3,423.13
Grand Total Spent					\$3,423.13
+/- Difference					\$0.00