

IDEA Public Schools
San Benito Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 24, 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**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: All IDEA students matriculate to college	11
Goal 2: IDEA achieves an A Rating	13
Goal 3: Increase student persistence	19
Goal 4: Increase student daily attendance	23
Goal 5: Increase staff retention	25
Campus Funding Summary	27

Comprehensive Needs Assessment

Revised/Approved: August 24, 2023

Demographics

Demographics Summary

IDEA Academy San Benito is an independently managed Title 1 Part A charter school within the IDEA Public Schools systems in the Rio Grande Valley. It is located in San Benito, TX and founded in 2008. The total size of our enrollment is 793 students. We currently have 82 Pre-K students, 104 Kinder students, 123 1st grade students, 117 2nd graders, 129 3rd grade students, 114 4th grade students, and 124 5th grade students. We have a current staff count of 55 instructional staff members on our campus.

Demographics Strengths

We currently have 94.92% teacher retention (3 leavers) to be able to provide our scholars with high quality instruction from returning staff. Our student persistence is currently at 96.12% with 32 leavers for various reasons.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students from 82% to 86%. **Root Cause:** Lack of consistent culture on school transportation and school safety protocols.

Problem Statement 2 (Prioritized): There is a need to increase student average daily attendance from 93.94% to 95%. **Root Cause:** Lack of consistency with attendance matrix, student celebrations, parent meetings, and follow up with students, parents, and teachers.

Student Learning

Student Learning Summary

Student achievement across all content areas in K-5th has shown growth from the beginning of the year. Consistent observations and coaching with feedback allowed teachers to implement strategies that would impact student achievement. Teachers also implemented academic monitoring to track the progress of scholars in order to provide the appropriate support for students in need.

Student Learning Strengths

As a campus, we implemented more vertical alignment among contents and grade levels to be able to share best practices and teach students the skills in the same way across grade levels. Teachers were able to utilize paper based and computer based lessons to provide our scholars the practice they needed on the computer to be familiar with testing during STAAR exams. Our ELA and Math contents in 4th-5th consistently ranked in the top quartile in the district on assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to decrease the number of HB4545 students who are failing STAAR in reading and math from xx to xx. **Root Cause:** With the CSI intervention model currently used, it does not allow our scholars to get the individual support they need for reading on a daily basis.

Problem Statement 2: There is a need to increase the number of students meeting their two year growth in CSI Reading from 21% to 50%. **Root Cause:** Students not invested in CSI and some students have done the same program for multiple years with minimal progress.

Problem Statement 3: There is a need to increase the average score on extended constructed responses a minimum of 2 points on ELA STAAR exam. **Root Cause:** We have not prioritized the rigor of writing in all contents needed for scholars to be successful on STAAR. We started implementing the strategies they needed to know too late in the school year.

School Processes & Programs

School Processes & Programs Summary

Our scholars in PK-2nd grade use Reading Mastery (Direct Instruction) for Reading, along with Wit and Wisdom for ELA, and Eureka for Math. Scholars in 3rd-5th use Wit and Wisdom for ELA, Being a Writer for writing, and Eureka for Math. Communication with parents is done through Class Dojo, Facebook, and Remind on a daily and weekly basis to share important information about what is happening at our campus.

School Processes & Programs Strengths

We were able to provide our scholars with 21st century programming afterschool to allow them to participate in extra curricular activities like sports, Lego club, and homework help.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase our student enrollment in all grade levels, specifically kinder, to meet the 120 student requirement in each grade level. **Root Cause:** Lack of consistent recruiting throughout the school year and not working toward gathering a wait list for each grade level. Students that are recruited do not complete the full registration.

Problem Statement 2 (Prioritized): There is a need to onboard 100% of our new to IDEA families before the first day of school. **Root Cause:** Lack of follow up with families that have enrolled and registered. Students are starting school without anyone showing them what our school is about and our vision for our school.

Perceptions

Perceptions Summary

IDEA Academy San Benito had an 87.9% overall staff satisfaction on our Great Places to work survey. Our staff feel that their work is meaningful and are proud of what we accomplish here at SBA. Only 75% feel that our organization is a mentally and emotionally safe place to work, which is an area that we need to work on this year. Our new student persistence is currently at 89.84% with 19 leavers. This is an area that we need to improve upon in order to give all students the opportunity for college.

Perceptions Strengths

98% of our staff would recommend their manager to other IDEA employees. Overall our teachers feel like they are being coached, supported, and developed as teachers to improve on their TCP.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the past year, our student mental health cases have more than tripled in K-5th. **Root Cause:** Move this World curriculum has made students self aware and want to be able to talk to someone. They are more knowledgeable about mental health than before. They don't just talk about themselves, but also concerned about their classmates.

Problem Statement 2 (Prioritized): There is a need to increase the number of community events that engage students and their families. **Root Cause:** We haven't problem solved or discussed this in detail with the lead team to prioritize these events for our community.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students from 82% to 86%.

Root Cause 1: Lack of consistent culture on school transportation and school safety protocols.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student average daily attendance from 93.94% to 95%.

Root Cause 2: Lack of consistency with attendance matrix, student celebrations, parent meetings, and follow up with students, parents, and teachers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to decrease the number of HB4545 students who are failing STAAR in reading and math from xx to xx.

Root Cause 3: With the CSI intervention model currently used, it does not allow our scholars to get the individual support they need for reading on a daily basis.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to onboard 100% of our new to IDEA families before the first day of school.

Root Cause 4: Lack of follow up with families that have enrolled and registered. Students are starting school without anyone showing them what our school is about and our vision for our school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to increase the number of community events that engage students and their families.

Root Cause 5: We haven't problem solved or discussed this in detail with the lead team to prioritize these events for our community.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Budgets/entitlements and expenditures data

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold monthly parent conferences to share academic progress of students in danger of failing. Strategy's Expected Result/Impact: Increase awareness of parents to provide support to scholars. Staff Responsible for Monitoring: Content Teacher and APIs</p> <p>Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Track academic progress of all students in K-5 to build a strong foundation in reading and math. Strategy's Expected Result/Impact: Increase academic achievement in all grades as they prepare for college prep. Staff Responsible for Monitoring: Content Teachers and Lead Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



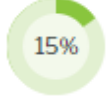
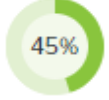




Goal 2: IDEA achieves an A Rating

Performance Objective 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 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Locus dashboard to track district assessments, semester exam, and mock exams to prioritize scholars of concern.</p> <p>Strategy's Expected Result/Impact: Provide remediation to scholars that are needing additional support in reading.</p> <p>Staff Responsible for Monitoring: Content Teachers and APIs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold monthly content meetings for reading to share best practices and current trends in classrooms.</p> <p>Strategy's Expected Result/Impact: Aligned instruction across all grade levels in reading.</p> <p>Staff Responsible for Monitoring: Content Leader and API</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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 27% to 29% in Spring 2024. (HB3)

High Priority

HB3 Goal

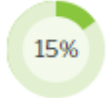







Evaluation Data Sources: Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Track exit ticket data daily to provide remediation to scholars not at mastery Strategy's Expected Result/Impact: Increase meets and masters on STAAR assessment Staff Responsible for Monitoring: Content Teachers and API</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold monthly content meetings in Math to align instruction across all grade levels. Strategy's Expected Result/Impact: Align instruction across all grade levels. Staff Responsible for Monitoring: Content Leader and API</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))


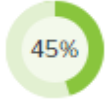





Evaluation Data Sources: TELPAS Mock exam and TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional instructional time during AR to our EB scholars that need additional practice with reading and writing</p> <p>Strategy's Expected Result/Impact: Increase the % of students that maintain or increase their proficiency level on TELPAS</p> <p>Staff Responsible for Monitoring: Content Teachers and AR Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold practice clinics for TELPAS to practice taking the test on the computer.</p> <p>Strategy's Expected Result/Impact: Students become familiar with testing on the platform that will be used for TELPAS.</p> <p>Staff Responsible for Monitoring: Content Teachers, EB Point Person, Testing Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: IDEA achieves an A Rating

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

HB3 Goal









Strategy 1 Details	Reviews			
<p>Strategy 1: Track minutes through Frontline to track progress for each scholar weekly. Strategy's Expected Result/Impact: All scholars meet their required minutes. Staff Responsible for Monitoring: Content Teachers, API, and Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 15 minutes of remediation daily for students identified as HB4545. Strategy's Expected Result/Impact: Increase the passing % of HB4545 students in Reading and Math Staff Responsible for Monitoring: Content Teachers and API</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

HB3 Goal









Evaluation Data Sources: District Assessments, Semester Exam, and Mock Exams, RenStar

Strategy 1 Details	Reviews			
<p>Strategy 1: Use supplemental aids aligned to high priority TEKS in Reading, Math, and Science Strategy's Expected Result/Impact: Increased % of students attaining approaches on STAAR in Reading, Math, and Science Staff Responsible for Monitoring: Content Teachers, API, and Sped Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly meetings to adjust accommodations for Sped students as needed based on data Strategy's Expected Result/Impact: Increased academic success for our sped scholars as the year progresses Staff Responsible for Monitoring: Content Teacher and sped teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: 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: School meets 90/60/30 goal on STAAR testing.</p> <p>Staff Responsible for Monitoring: Content teachers and API</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold weekly Progress to Goals meetings with 3rd-5th grade teams</p> <p>Strategy's Expected Result/Impact: Target the scholars and groups that need additional support to provide remediation</p> <p>Staff Responsible for Monitoring: Content teachers and API</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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))





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly safety drills as a campus</p> <p>Strategy's Expected Result/Impact: Ensure staff is safe during unexpected incident to allow us to score a rating of proficient or higher on the scorecard.</p> <p>Staff Responsible for Monitoring: APO and Principals</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 50%		
 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

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: Parent involvement increases based on timely communication by all staff members</p> <p>Staff Responsible for Monitoring: Academic counselor, APIs, grade level leaders</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Pens, markers, and pencil pouches - Title I, Part A (4120) - \$323</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly parent events to engage families in our school community.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in our campus.</p> <p>Staff Responsible for Monitoring: Academic Counselor, APIs, and Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: dry erase boards, markers, speaker, post-it notes, school boxes - Title I, Part A (4120) - \$900, Manipulatives and headsets - Title I, Part A (4120) - \$1,100</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))

Strategy 1 Details	Reviews			
<p>Strategy 1: Train and create a schedule for teachers to complete Anti-Bullying and Safer, Smarter School Curriculum by the deadline.</p> <p>Strategy's Expected Result/Impact: Discipline issues involving bullying will be reduced by the end of the school year.</p> <p>Staff Responsible for Monitoring: Academic counselor and APIs</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Track MVPA minutes weekly and share out report to scholar and parents. Strategy's Expected Result/Impact: Increase the investment and motivation in meeting the end of year goal for PE. Staff Responsible for Monitoring: Coaches and Academic Counselor</p> <p>Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</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 San Benito will achieve a 95% annual attendance rate for the 23-24 school year.







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an in class reward system or celebration done by teachers in the classroom to promote ADA. Strategy's Expected Result/Impact: Increase our ADA by 1% compared to last year. Staff Responsible for Monitoring: Teachers, APO, APIs, Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Share ADA data publicly with stakeholders to increase investment in attendance and academics. Strategy's Expected Result/Impact: Attendance improves gradually throughout the year to meet ADA goal by the end of the year. Staff Responsible for Monitoring: APO, Content Teachers, APIs</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: clipboards, legal note pads, pens, pencils - Title I, Part A (4120) - \$1,100</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

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 feel supported and valued in their roles at IDEA San Benito and allow them to increase levels on the TCP.</p> <p>Staff Responsible for Monitoring: APIs and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 5: Increase staff retention

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

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: Our campus meets staff retention at the end of the year. Staff Responsible for Monitoring: APIs and Principal, Academic Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</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
3	2	1	Pens, markers, and pencil pouches		\$323.00
3	2	2	dry erase boards, markers, speaker, post-it notes, school boxes		\$900.00
3	2	2	Manipulatives and headsets		\$1,100.00
4	2	2	clipboards, legal note pads, pens, pencils		\$1,100.00
Sub-Total					\$3,423.00
Budgeted Fund Source Amount					\$3,423.13
+/- Difference					\$0.13
Grand Total Budgeted					\$3,423.13
Grand Total Spent					\$3,423.00
+/- Difference					\$0.13