

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



Board Approval Date: August 31, 2023
Public Presentation Date: August 31, 2023

Mission Statement

IDEA Public Schools prepare students from under served 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 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
 - Goal 1: All IDEA students matriculate to college 13
 - Goal 2: IDEA achieves an A Rating 15
 - Goal 3: Increase student persistence 21
 - Goal 4: Increase student daily attendance 25
 - Goal 5: Increase staff retention 27
- Campus Funding Summary 29

Comprehensive Needs Assessment

Revised/Approved: August 24, 2023

Demographics

Demographics Summary

IDEA San Juan Academy is a K - 5th grade public charter entity servicing the city of San Juan and all surrounding areas with open enrollment. We serve a population of 93.8% Emergent bilingual students, with 95% socio-economically disadvantaged. At San Juan Academy, we serve 5% special education students through a myriad of services included but not limited to a RISE unit. Our teacher to student ratio averages 30:1 and student enrollment is 789. 45% of our teachers have 6-10 years of experience. We offer a robust curriculum during the school day and an after school program that benefits our student K-5th and our families in need of support for language acquisition and other community needs.

Demographics Strengths

IDEA San Juan Academy we set high expectation for every student and goes the extra mile to make sure every student realizes their own potential. We provide personalized learning, critical thinking skills, mastery of core subjects for all of our students. IDEA public schools is a tuition free school where we provide daily warm meals and after school programs at a free of cost. At IDEA San Juan we achieve our mission of college for all in a economically disadvantage community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Problem Statement 2 (Prioritized): Special education students 3rd -5th score below benchmark in their reading exams **Root Cause:** Special education are not provided with the necessary support to meet their reading needs

Student Learning

Student Learning Summary

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. We have seen a decline with the same population in STAAR Math from 52% to 42% to 26% in 2022. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population. Our economically disadvantaged and Emergent Bilingual student had decreases in math performance with drops near 20% points in 2022.

Student Learning Strengths

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of meets or masters have increased minimally over the past several years. **Root Cause:** We do not prioritize training teachers on rigor

Problem Statement 2 (Prioritized): Achievement rates of 3-5 sped students are significantly lower as compared to non special education students **Root Cause:** We do not prioritize training teachers on how to scaffold foundational skills.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

School Processes & Programs

School Processes & Programs Summary

Idea Academy San Juan develops instructional leaders through District led PD offerings (CC) and time to unpack and co-plan alongside our teachers using district aligned resources (CCorner) We integrate the best practices in the GET rubric with tight timelines to bring a teacher to proficient in all GET rows by January. Classrooms of priority are observed often and leaders co-plan and rehearse for a strong first teach.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers at IASJ do not have consistent access or support from a peer coach (as a model) to further develop instructional practices. **Root Cause:** Leaders have not created a system to identify teacher leaders with the capacity to coach and support development of their peers.

Problem Statement 2 (Prioritized): Lesson plans are not data driven to include formative assessments of student learning and interventions. **Root Cause:** Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Perceptions

Perceptions Summary

Idea Academy San Juan has a high rate of teacher retention. We have had above benchmark scores in our employee surveys in the last 2 years but fell short this year by 1%. Parents site that they would like more opportunity for extra curricular activities in Panorama, while all other questions have a high level of satisfaction / rate of response.

Perceptions Strengths

Perceptions strengths are that parents feel that their child is learning every day, is being challenged and that the school holds high academic standards for students. Parents also feel that the school provides them with news and information in a language they can understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. **Root Cause:** Teachers are not aware of behavior matrix to follow according to severity of behavior.

Problem Statement 2 (Prioritized): During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school. **Root Cause:** Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

Problem Statement 3 (Prioritized): 5th, 3rd and PK grade level families had low participation for in their Survey. **Root Cause:** School is not clarifying main purpose of surveys

Priority Problem Statements

Problem Statement 1: The percent of meets or masters have increased minimally over the past several years.

Root Cause 1: We do not prioritize training teachers on rigor

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Achievement rates of 3-5 sped students are significantly lower as compared to non special education students

Root Cause 2: We do not prioritize training teachers on how to scaffold foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special education students 3rd -5th score below benchmark in their reading exams

Root Cause 3: Special education are not provided with the necessary support to meet their reading needs

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers at IASJ do not have consistent access or support from a peer coach (as a model) to further develop instructional practices.

Root Cause 4: Leaders have not created a system to identify teacher leaders with the capacity to coach and support development of their peers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible.

Root Cause 5: Teachers are not aware of behavior matrix to follow according to severity of behavior.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school.

Root Cause 6: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 5th, 3rd and PK grade level families had low participation for in their Survey.

Root Cause 7: School is not clarifying main purpose of surveys

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Lesson plans are not data driven to include formative assessments of student learning and interventions.

Root Cause 8: Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.

Problem Statement 8 Areas: School Processes & Programs

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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: July 21, 2023

Goal 1: All IDEA students matriculate to college




Performance Objective 1: 100% of Academy students will set College ready goals (growth goals/meets goals) at BOY.








High Priority

HB3 Goal

Evaluation Data Sources: STAAR growth measure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: FWOS all students will set goals on goal setting template and tracker and require parent signatures at each major assessment.</p> <p>Strategy's Expected Result/Impact: Students and parents will be able to articulate goals to any stakeholder and understand required steps for growth or maintaining progress.</p> <p>Staff Responsible for Monitoring: All leadership in instructional rounds.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be given access to a Master Student Report and engage in a collaborative discussion grounded in student historical data (profile sheets) and set growth goals holistically.</p> <p>Strategy's Expected Result/Impact: BOY to MOY increase in REN STAR and other summative assessments</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 75%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. Root Cause: We do not prioritize training teachers on rigor</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 45% to 47% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Using pre-assessment data to determine the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills.</p> <p>Strategy's Expected Result/Impact: Increase in student progress</p> <p>Staff Responsible for Monitoring: CSI manager (REN) and teacher managers</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> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize RTI model as a support for teachers in identification and assistance for students with academic difficulties. Review every 9 weeks</p> <p>Strategy's Expected Result/Impact: Increase in foundational skills</p> <p>Staff Responsible for Monitoring: RTI committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. Root Cause: We do not prioritize training teachers on rigor
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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 33% to 35% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasize alignment of the school's mathematics curriculum with state standards and conduct frequent benchmark assessments to determine student mastery of the standards.</p> <p>Strategy's Expected Result/Impact: Increase student progress</p> <p>Staff Responsible for Monitoring: Math department manager and interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 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:











School Processes & Programs
<p>Problem Statement 2: Lesson plans are not data driven to include formative assessments of student learning and interventions. Root Cause: Staff creates lessons plans using district assigned curriculum and it is not aligned directly to the standards tested and our scholars are shown the same standards in the STAAR tested format they are confused by wording/expectations.</p>

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will prioritize literacy by requiring all language components on lesson plans and in delivery (listening, speaking, reading, writing) across all contents</p> <p>Strategy's Expected Result/Impact: Increase in student composite scores on TELPAS</p> <p>Staff Responsible for Monitoring: Teacher managers in lesson planning and all leaders in instructional rounds</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Language Acquisition support to the EL population through the implementation of word walls and application of all applicable researched based programs.</p> <p>Strategy's Expected Result/Impact: Newcomer students will acquire the English Language to increase TELPAS scores.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

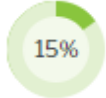






Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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))

HB3 Goal

Evaluation Data Sources: STAAR

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: All sub populations meet growth measure</p> <p>Staff Responsible for Monitoring: Teacher managers and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>15%</p>	 <p>50%</p>	 <p>75%</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:








Student Learning
<p>Problem Statement 1: The percent of meets or masters have increased minimally over the past several years. Root Cause: We do not prioritize training teachers on rigor</p> <p>Problem Statement 2: Achievement rates of 3-5 sped students are significantly lower as compared to non special education students Root Cause: We do not prioritize training teachers on how to scaffold foundational skills.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 100% of Special Education students in 3rd - 5th grade will increase 1.5 grade levels according to the BOY to EOY REN STAR exam

High Priority











Evaluation Data Sources: Rem Star

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify accelerated learning opportunities (tutorials, 21st century) for all students below approaches by the September 1st.</p> <p>Strategy's Expected Result/Impact: Accelerated learning cohort will meet the approaches benchmark on STAAR '24.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals and teachers through PowerSchool submissions</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student persistence

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

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: All safety drills and lockdowns will be executed at 100% and on time Strategy's Expected Result/Impact: Prevent school violence or injuries Staff Responsible for Monitoring: Assistant Principal of Operations</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School monitors will be trained to appropriately monitor, react and report student behaviors and needs. Strategy's Expected Result/Impact: Students will feel safe to report issues to adults and surveys results will improve Staff Responsible for Monitoring: Assistant Principal of Operations and school monitors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. Root Cause: Teachers are not aware of behavior matrix to follow according to severity of behavior.</p>







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








Evaluation Data Sources: Plan for Learning Upload

Strategy 1 Details	Reviews			
<p>Strategy 1: Required Strategy: 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: Increase in student attendance and persistence</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Manipulatives, bilingual consumables and printing supplies - Title I, Part A (4120) - \$576.48</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>95%</p>	 <p>50%</p>	 <p>75%</p>	
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide real world experiences such as field trips, guests, and authors to create deeper connections to content and the campus. 3 per year IMAS, ZOO, Camp Rio</p> <p>Strategy's Expected Result/Impact: Increased student persistence</p> <p>Staff Responsible for Monitoring: Administrative Assistant and Business Clerk</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>100%</p>	 <p>50%</p>	 <p>50%</p>	

Strategy 3 Details	Reviews			
<p>Strategy 3: Translate events into Spanish to increase engagement and participation.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement and Student Persistence</p> <p>Staff Responsible for Monitoring: Melissa Finch</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>Funding Sources: Translation devices - Title I, Part A (4120) - PRA - \$3,000</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: 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: in addition to SSS curriculum our School counselor created intentional grouping on a yearlong calendar to include multi-level interventions for students</p> <p>Strategy's Expected Result/Impact: 1 referral or less per semester</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents reported during the parent survey window that if their child reports unsafe or dangerous behavior, they are not sure if the problem will be taken care of as soon as possible. Root Cause: Teachers are not aware of behavior matrix to follow according to severity of behavior.</p> <p>Problem Statement 2: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school. Root Cause: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.</p>

Goal 4: Increase student daily attendance



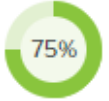




Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
<p>Strategy 1: PE teachers will track daily progress and give feedback to students weekly and parents quarterly</p> <p>Strategy's Expected Result/Impact: increase in MVPA</p> <p>Staff Responsible for Monitoring: PE manager and PE Coaches</p> <p>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 XX will achieve a XX% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent communication tracked daily with the goal of 100% of families contacted within the same school day</p> <p>Strategy's Expected Result/Impact: 97% average daily attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: During the annual student survey, the lowest question states that students at IDEA Academy San Juan reported that they are not excited to come to school.</p> <p>Root Cause: Teacher lessons do not include engaging discourse for students to enjoy the content learned and teachers are unsure of when to incorporate fun activities within the school day.</p>

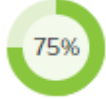






Goal 5: Increase staff retention

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

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
<p>Strategy 1: Required Strategy: 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: Teacher managers</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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% 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: Jobvite

Strategy 1 Details	Reviews			
Strategy 1: Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrative staff and principal will assist the Human Resources department by providing information related to needed employment positions and anticipated openings, in order for timely job postings to occur. Strategy's Expected Result/Impact: increase in teacher retention Staff Responsible for Monitoring: Administrative assistant to schedule meetings and protect time. Principal to know information and share TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Manipulatives, bilingual consumables and printing supplies		\$576.48
3	2	3	Translation devices	PRA	\$3,000.00
Sub-Total					\$3,576.48
Budgeted Fund Source Amount					\$3,576.48
+/- Difference					\$0.00
Grand Total Budgeted					\$3,576.48
Grand Total Spent					\$3,576.48
+/- Difference					\$0.00