IDEA Public Schools

Sports Park Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 24, 2023

Mission Statement

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

Campus: IDEA Sports Park Academy believes that each and every child can go to college. Currently, IDEA Sports Park Academy serves 130 scholars and IDEA Public Schools serves nearly 53,000 college-bound students in 96 schools across Texas and Louisiana. IDEA Sports Park Academy and College Prep remain on-track to uphold our legacy of sending 100% of our graduates to college which will impact the Lower RGV as graduates are better prepared to serve their community as educated, well rounded citizens.

Vision

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

Campus: IDEA Sports Park Academy prepares our community’s next generation of aspiring adults that will strive to maintain good physical and mental health. In our school we focus on developing the whole scholar through challenging academics, purposeful Social-Emotional instruction, and daily athletic development. Staff at IDEA Sports Park Academy model how to be caring, respectful, and inclusive in order to prepare all of our scholars to be ready to contribute and give back to communities in which they were raised and across the globe as leaders and upright citizens that create positive, lasting change for others.

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**

Campus Pillars

- Growth
- Team
- Excellence

Table of Contents

Comprehensive Needs Assessment 5
- Demographics 5
- Student Learning 8
- School Processes & Programs 11
- Perceptions 14

Priority Problem Statements 16

Comprehensive Needs Assessment Data Documentation 18

Goals 20
- Goal 1: All IDEA students matriculate to college 20
- Goal 2: IDEA achieves an A Rating 23
- Goal 3: Increase student persistence 32
- Goal 4: Increase student daily attendance 36
- Goal 5: Increase staff retention 38

Campus Funding Summary 40

Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Demographics

Demographics Summary

IDEA Sports Park Academy is a public charter school that launched in Fall of 2020 with K-2 grades. Currently, IDEA Sports Park Academy has grades K-4 and has an enrollment of 464 students. We are located on the north side of Brownsville, TX near the town of Olmito. For next school year ISPKA will have grades K-5 and will target for an enrollment of 710 students.

The current student population at IDEA Sports Park Academy is approximately 464 students.

Demographics information:

EL: 263

First Year in the US: 57

SPED: 76

Hispanic: 451

White: 25

Total Male Students: 265

Total Female Students: 197

Economically Disadvantage: 405

RTI: 31

Attendance:

K	1st	2nd	3rd	4th	YTD Cum.
93.67%	94.11%	93.74%	93.97%	95.35%	94.2%

The students of IDEA Sports Park Academy are recipients of a well-balanced curriculum. Students are offered courses in Reading, ELA, Math, Science, Humanities and more.

Students are provided with daily social emotional programs and athletics as well. Students are offered opportunities to participate in after school programs like sports, homework help, art, and more. The instructional program includes subjects at various levels such as special education, accelerated reader, and more. Students are provided tutorial and remediation opportunities as well that are targeted towards their academic needs. All students are required to meet the passing standard of the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at IDEA Sports Park Academy is comprised of 48 teachers/co-teachers and 8 administrative staff. For next school year we will have a staff of 53 teachers and co/ teachers with 8 admin staff.

IDEA Sports Park Academy has three initiative priorities for this school year:

1. Developing a love and culture for reading and writing

2. Ensuring that students are in their seats every day

3. Building systems of proactive instructional readiness

Demographics Strengths

22-23 School Year

Three out of four distinctions earned-

Top 25% Closing Performance Gaps

Post Secondary Readiness

Academic Achievement in Reading

23-24 School Year (Pending STAAR Results)

Pending End of course data.

EL:

First Year in the US:

SPED:

Hispanic:

White:

Total Male Students:

Total Female Students:

Economically Disadvantage:

RTI:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause:** Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

Problem Statement 2 (Prioritized): There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause:** 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

Problem Statement 3: There is a need to increase parent communication relating to minor incidents that occur throughout the school day. **Root Cause:** When incidents happen, parents feel they don't receive the appropriate communication or follow ups to address the students concerns.

Problem Statement 4: Our afterschool program needs to shift to becoming more structured and serve as a privilege that enhances student learning. **Root Cause:** There is not a system in place to identify trigger points at which students should be excluded from ASP,

Student Learning

Student Learning Summary

In 22-23, our campus only had third and fourth grade. (ALL ABOUT STAAR DATA)
Growth measures:
Student Achievement- STAAR:
Ecomomically Disadvantaged:
School Progress using Scaling Tool:
Closing the Gaps

Difference in scores from previous years of accountability:
ELA/Math- which one outperformed
SPED Students

DISTRICT EXAMS
Kinder-2nd Math- 93/84/53 SAS 77
Kinder-2nd ELA- 58/45/26= 43 SAS
Kinder-2nd DI- Kinder 33%, 1st- 52%, 2nd- 77%= 57% on track to meet goal
Kinder-4th Science- 93/79/50= 74
Kinder-4th Humanities- 92/80/64= 79

Student Learning Strengths

Student Learning Summary

Teachers and administrators analyze data after assessments to backwards plan, reteach, and remediate skills to fill foundational gaps. We motivate students to achieve ambitious goals and celebrate when goals are met. Differentiated instruction is provided to meet student needs during and after school. Joyful environment for students to feel comfortable in.

RenSTAR data

Kinder-2nd Math 93/84/53 SAS 77

Students showed strategies and work when problem solving and reading comprehension techniques.

Students learning through hands on activities and were provided with numeorus opportunities to write within all content areas.

DI- ____Students on Track BOY and ____on track for EOY

STAAR DATA overall data

3rd ELAR:

3rd Math:

4th ELAR

4th Math:

Student Needs:

At-Risk, Special Education, English Language Learners, and CSI subpopulation of students continue to struggle in the areas of Reading and Mathematics. In order to raise scores across all tested subjects, our teachers will need to be provided with professional development that addresses rigor and relevance. We are also in need of research based instructional material in online practice of STAAR material. The campus will perform vertical alignment for all core subjects so that skills are scaffolded from one grade level to the next.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause:** Teachers have not been properly trained in SIOP strategies.

Problem Statement 2 (Prioritized): There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause:** Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Problem Statement 3 (Prioritized): There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause:** We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Problem Statement 4: There is a need to develop more writing opportunities with teacher feedback through conferencing with students. **Root Cause:** In the lower elementary students do not have specific writing blocks, and therefore instruction is embedded within lessons. There needs to be an agenda created for teachers to follow designated times for reading and writing.

Problem Statement 5: There is a need to develop instructional teaching techniques that give students opportunities to practice digitally. **Root Cause:** Teachers in lower grades have not designated time for students to practice through online platforms to practice different question types.

Problem Statement 6: There is a need to provide proper typing opportunities for students to acquire typing skills to support with short contructed and extended constructive response. **Root Cause:** Students were not provided enough typing practice through content areas.

Problem Statement 7: There is a need to support beginner EL population in acquiring English language. **Root Cause:** We have a high population of beginner EL students who can benefit an English learning program.

Problem Statement 8: There is a need to foster the love of reading and exposure to reading genres through read alouds and DEAR in the lower and upper grades. **Root Cause:** There was no designated time in schedules to read novels to students.

Problem Statement 9: There is a need to provide after school tutoring to Kinder-2nd grade. **Root Cause:** There wasn't an opportunity for teachers in the lower grades to provide tutoring for their students.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders participate in numerous developmental opportunities. Leaders have weekly instructional rounds focused on their development of in field observations which are aligned and centered around a target GET rubric. Leaders are also observed in the field bi-weekly during check ins, observations, and content meetings. Leaders have bi-weekly check ins to dive into and problem solve around data. Leaders invite teachers to instructional rounds to produce an in-depth understanding of process and procedures to produce collaborative thinking and solution seeking.

During joint rounds and culture rounds we identify campus wide or specific trends. Leaders backwards plan their focus based on trends and high priority areas. Leaders share priorities and weekly focus with all of stakeholders. Leaders follow up multiples times to assist and ensure to close the gaps. On Tuesday during PD, during weekly content meetings, and PLC days, teams receive training and support from coaches, managers, and content leaders. We also discuss potential professional development during instructional tactical meetings. Teachers are encouraged to network and are included in biweekly campus webinars to collaborate with their grade level content peers. Multiple district professional development sessions are offered on various PD days throughout the year.

Technology is heavily implemented in every class on a daily basis. All campus, district, and state exams are created and proctored online. Teachers utilize and integrate technology in their daily lessons and have specific processes for students to follow to show their thinking while working online. For the lower grades, technology is being used during elective and in class for for reading and math support.

We have created a campus wide cross curricular system with specific lesson plan components that is centered on joy, rigor, inclusion, and data tracking. We provide feedback on lessons one week in advance and give the opportunity to work side by side to ensure quality instruction. We meet weekly with content teams to practice lessons and grow the craft of their teaching. We also provide content meetings where team members discuss data and vertically align. We are building an expert class of teachers that can be observed by other staff members as well.

Our instructional programs are curated through our Headquarters offices and are implemented on campus. We supplement each of those programs in 3-4 grades with STAAR based materials as well. Our SEL program is Caring School Community and is recognized as one of the top programs available. We have athletics and after school programs available to enrich the learning of our students. This also includes supplemental tutorials for students at risk of not hitting growth goals.

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 16 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
- 94.21
- IDEA rating an average of 84% of students year over year
- Persistence as a campus 91.85%
- 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): There is a need to support below grade level readers in Direct Instruction programs in K-2. **Root Cause:** Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times. Students are coming into the new grade level with larger gaps at a high rate, students are not able to fully read and comprehend tasks independently.

Problem Statement 2 (Prioritized): There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause:** We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3 (Prioritized): There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause:** The district does not currently have a program for this area of students.

Problem Statement 4 (Prioritized): There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause:** Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

Problem Statement 5: District testing platforms do not align with state testing platforms. **Root Cause:** Our district was not prepared to align to STAAR testing. As a campus, we did not take advantage of all 3 cambium opportunities this year. The district did not implement TFAR access or training for teachers or leader to take advantage of cambium or Edcite.

Problem Statement 6: There is a need to increase expectations that students need to meet for technology usage at school and at home. **Root Cause:** Teachers did not consistently active monitor the usage of computers or reset expectations for computer usage at home.

Problem Statement 7: There is a need to provide teachers with increased levels of support and training for the Caring School Community Program. **Root Cause:** Teachers received brief training at the beginning of the year and then were supposed to figure it out.

Perceptions

Perceptions Summary

IDEA Sports Park Academy is driven by staff and family feedback. We have multiple mechanisms in place to be able to collect that feedback. We encourage and look forward to continuous parent involvement in both the academic and school wide settings. We host numerous parent engagement events throughout the year to be able to engage with our families and students. Staff are provided opportunities to get to know each other through team building opportunities, school wide committees, and out of school social opportunities. Over the last three years, staff have agreed at a higher than 90% rate that we are a great place to work. Parent survey ratings are above district average as well.

Parents, staff, and students live by our three campus pillars of growth, team, and excellence.

Perceptions Strengths

We send out communication of events or assessments in advance to make parents aware.

We listen to parent concerns and return calls/messages within 24 hours.

We use social media to share a lot of the good moments, in the classroom and the joy, especially for parents who can't come in to certain events.

Family fun day during the summer to reconnect and meet current/new families.

We have culture camp for new students, so they can experience our traditions and meet the teachers.

Positive calls have helped build strong relationships with parents and they know to reach out with any concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to improve lunchroom systems and procedures. **Root Cause:** A clear vision for lunchroom expectations has not been developed and staff are not provided feedback to meet these needs.

Problem Statement 2 (Prioritized): There is a need to adjust our parent communication system. **Root Cause:** Deans List is not user friendly and does not push out communication to our families in Mexico.

Problem Statement 3 (Prioritized): There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences. **Root Cause:** Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

Problem Statement 4 (Prioritized): There is a need to increase the percentage of students that submit homework timely. **Root Cause:** Teachers do not have a consistent system for

capturing this information and following up with parents.

Problem Statement 5: There is a need to increase percentage of time students are wearing correct uniform. **Root Cause:** Teachers and grade teams do not have consistent mechanisms for following up with parents. Grade team leaders don't have a system to capture these students and support in the follow up.

Problem Statement 6: There is a need to further increase communication between teachers and lead team, when it comes to events throughout the year. **Root Cause:** Teachers used funds from grade level/personal for events on short notice.

Problem Statement 7: There is a need to reset expectations about students being picked up early or about change in transportation. **Root Cause:** The front office accepts transportation changes and does not let parents know about early pick ups.

Problem Statement 8: There is a need to increase to different opportunities that parents have to be involved in the campus. **Root Cause:** We limited parent involvement to events and a few volunteers.

Problem Statement 9: There is a need to provide more opportunities for staff to build working relationships outside of their grade levels. **Root Cause:** We focus planning and PD time primarily on instructional focuses versus bonding and relationship building time.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23.

Root Cause 1: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%.

Root Cause 2: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to support below grade level readers in Direct Instruction programs in K-2.

Root Cause 3: Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times. Students are coming into the new grade level with larger gaps at a high rate, students are not able to fully read and comprehend tasks independently.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus.

Root Cause 4: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content.

Root Cause 5: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to support EL students in listening, speaking, reading, and writing.

Root Cause 6: Teachers have not been properly trained in SIOP strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to align district based curriculum to rigor and expectation of TEKS.

Root Cause 7: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom.

Root Cause 8: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to improve lunchroom systems and procedures.

Root Cause 9: A clear vision for lunchroom expectations has not been developed and staff are not provided feedback to meet these needs.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to increase the percentage of students that submit homework timely.

Root Cause 10: Teachers do not have a consistent system for capturing this information and following up with parents.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to adjust our parent communication system.

Root Cause 11: Deans List is not user friendly and does not push out communication to our families in Mexico.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences.

Root Cause 12: Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention.

Root Cause 13: The district does not currently have a program for this area of students.

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT strategies and practice into RTTC II and III courses to prepare students for the ACT.	20%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

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

High Priority

Evaluation Data Sources: Passed TSAI tests for all areas (English and Math)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Backwards plan TSIA assessing in 10th grade to hep students reach TSIA exemption by senior year.	20%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 60% of fifth graders achieve meets status on STAAR across Reading, Math, and Science.

High Priority

Evaluation Data Sources: STAAR, Benchmark Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify strategic individual plans for students targeted to meet grade level and track progress towards achievement. **Strategy's Expected Result/Impact:** Achieve desired percentage of students hitting meets. **Staff Responsible for Monitoring:** Teachers, APIs, Principal **Problem Statements:** Student Learning 2 - School Processes & Programs 2	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
School Processes & Programs
Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

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 41% to 43% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement school wide reading and comprehension strategies that are simple and targeted to support readiness for STAAR. **Strategy's Expected Result/Impact:** Students will have the tools to unpack passages and respond to grade level questions. **Staff Responsible for Monitoring:** ELA teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategically leverage daily intervention time with a phonics based program to support students that are in need of Intervention or Urgent Intervention as defined by RenSTAR, but not in CSI. **Strategy's Expected Result/Impact:** Supporting below grade level readers with daily phonics instruction will increase their ability to read on grade level texts with proficiency. **Staff Responsible for Monitoring:** ELA teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 3	40%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.

Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

School Processes & Programs

Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause**: The district does not currently have a program for this area of students.

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 40% to 42% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement daily, spiraled TEKs instruction with scaffolded STAAR testing strategies. **Strategy's Expected Result/Impact:** Implemeting STAAR instruction in a spiraled manner will ensure that students are supplemented with the instruction necessary to meet grade level expectations. **Staff Responsible for Monitoring:** Math teachers, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 2	30%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
School Processes & Programs
Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: TELPAS mock exam and other assessments disaggregated by EB subpop
Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review students identified as EB in the fall with grade levels and provided staff training around SIOP best practices to support them. **Strategy's Expected Result/Impact:** Ensuring staff are aware of their EBs and they practice general EB teaching strategies will support EB students in making progress. **Staff Responsible for Monitoring:** EB point person, GenED teachers **Problem Statements:** Student Learning 2	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 PowerBI Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track HB4545 minutes per student by subject on a monthly basis and identify on track students for increased intervention support. **Strategy's Expected Result/Impact:** Ensuring students receive the support necessary to fulfill HB4545 minutes will give them instructional support they need to grow. **Staff Responsible for Monitoring:** Math, RLA teachers, Assistant Principal, Principal **Problem Statements:** Student Learning 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.
Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

Goal 2: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: Bi-Weekly Assessments, Exit Tickets, Internal Exams, Semester Exams, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide monthly training to teaching staff and observational feedback on implementation of IEP plans. **Strategy's Expected Result/Impact:** Enhancing the skills of our teachers to work with SpED students and following up with implementation of IEPs will ensure we meet SpED student needs **Staff Responsible for Monitoring:** All Gen Ed teachers, SpED teachers, SpED manager **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3 - School Processes & Programs 4	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted feedback in the lesson planning process focusing on pre-planning of student accommodations and supports for SpED students. **Strategy's Expected Result/Impact:** Pre-planning for SpED students will increase the likelihood of concept attainment during the first instruction period. **Staff Responsible for Monitoring:** All Gen Ed teachers, SpED teachers, SpED manager **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3 - School Processes & Programs 4	40%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

School Processes & Programs

Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

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

High Priority

HB3 Goal

Evaluation Data Sources: Interim Assessments, Bi-Weekly Assessments, Exit Tickets, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Tracking data will allow for identification of on or off track status to determine interventions. **Staff Responsible for Monitoring:** All teaching staff and administration in 3-5. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4	20%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: There is a need to support EL students in listening, speaking, reading, and writing. **Root Cause**: Teachers have not been properly trained in SIOP strategies.
Problem Statement 2: There is a need to align district based curriculum to rigor and expectation of TEKS. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier with TEKS based lessons.
Problem Statement 3: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause**: We have approximately 41 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support these students and provide necessary accommodations.

School Processes & Programs

Problem Statement 2: There is a need to implement aligned STAAR resources and lessons earlier in the school year along with a pre-solidified online testing strategies plan for each content. **Root Cause**: We adhered tightly to the district curriculums and began spiraled TEKS instruction in late November. As we were making the shift to online testing, we were asking for too many strategies and it caused students to take longer on STAAR assignments and exams.

Problem Statement 3: There is a need to support below grade level readers in 3rd through 5th grades that do not receive critical student intervention. **Root Cause**: The district does not currently have a program for this area of students.

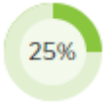
Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

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

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute monthly Campus Crisis Team meetings and review safety drill data, scenario debrief, and safety score card information. **Strategy's Expected Result/Impact:** Leveraging our CCT team to prepare for potential crisis will ensure we are meeting safety scorecard expectations. **Staff Responsible for Monitoring:** CCT members **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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))

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Communicating with enough lead time and clarity will lead to higher liklihood of attendance **Staff Responsible for Monitoring:** Student Success Advisor, Principal, Lead Team **Problem Statements:** Demographics 1, 2 - Perceptions 2	45%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Translate evens into Spanish using translation devices. **Strategy's Expected Result/Impact:** Increase attendance and participation in events **Staff Responsible for Monitoring:** SSA, APO **Title I:** 4.2 **Funding Sources:** Translation Devices - Title I, Part A (4120) - $1,000	35%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide supplies and training materials to prepare parents to better support students in math, reading, and science. **Strategy's Expected Result/Impact:** Parents will be able to support students at home with curricular expectations. **Staff Responsible for Monitoring:** SSA **Title I:** 2.4 **Funding Sources:** Curricular materials and manipulatives - Title I, Part A (4120) - $1,122.14	25%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.
Perceptions
Problem Statement 2: There is a need to adjust our parent communication system. **Root Cause**: Deans List is not user friendly and does not push out communication to our families in Mexico.

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))

Evaluation Data Sources: Safer, Smarter School Curriculum Implementation Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate lesson delivery needs and track to 100% completion in order to meet benchmarks. **Strategy's Expected Result/Impact:** 100% completion of the Safer, Smarter Schools curriculum. **Staff Responsible for Monitoring:** Student Success Advisor, Principal **Problem Statements:** Demographics 1, 2	25%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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))

Evaluation Data Sources: MVPA Minutes Dashboard and Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track MVPA minutes weekly using the MVPA dashboard and identify students that are off track and at risk of not meeting minutes. **Strategy's Expected Result/Impact:** 100% of students enrolled by October will meet the Fitness ambassador goal. **Staff Responsible for Monitoring:** PE teacher, PE co-teacher, PE manager **Problem Statements:** Demographics 1, 2	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.
Problem Statement 2: There is a need to increase overall student persistence as the campus hit 91.85% in 22-23. **Root Cause**: 17 Students withdrew due to campus culture including lack of communication and incidents with other students. (We need to make sure we are in ratio with the personal monitoring of the students) 6 Students withdrew because our campus didn't offer the grade levels for the siblings. 13 Movers. 6 Door to door transportation.

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

Evaluation Data Sources: PowerBI ADA Data Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute simplified escalation matrix at the GTL, GLA, and Principal levels for chronically absent students. **Strategy's Expected Result/Impact:** Targeting chronically absent students and reducing the amount will increase overall daily attendance. **Staff Responsible for Monitoring:** SIS, Lead Team, GTLs **Problem Statements:** Demographics 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teaching staff will execute daily care calls for students that are absent and GTLs will provide accountability for these calls. **Strategy's Expected Result/Impact:** Daily care calls will send the message to parents that attendance is important and will increase attendance. **Staff Responsible for Monitoring:** GTLs, APO, SIS **Problem Statements:** Demographics 1	20%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase average daily attendance in all grade levels as none hit our internal goal of 97%. **Root Cause**: Parents are still scared of sending students to school when they are sick. They are still in a protective mindset from COVID where they prefer to keep the students at home for several days in a row. Lack of proper sanitization in the classroom to prevent spreading germs. Consistency with the school expectations and procedures regarding attendance.

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.

Evaluation Data Sources: SDC completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff have a clear vision for their areas of strength/opportunity and can develop a professional plan for growth. **Staff Responsible for Monitoring:** All staff, managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 4 - Perceptions 3	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: There is a need to increase opportunities that teachers have to receive feedback during their lesson delivery and communicate observation focus. **Root Cause**: Lesson rehearsals were implemented in short 5 minute rotations which did not allow full lesson delivery. While teachers were observed throughout the year, communication for the observation was not always clear and teachers did not know if it was an instructional, culture, or student observation. communication and feedback was not always immediately given on the spot which produced confusion.

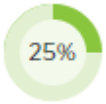
Perceptions
Problem Statement 3: There is a need to develop skills of teacher and GTL to recognize infrequent minor infractions and level one infractons and thus be able to address those infractions with teacher level consequences. **Root Cause**: Teachers need more training and application practice with the behavior management plan. GTLs need support with identifying their roles in the behavior management plan.

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.

High Priority

Evaluation Data Sources: Staff Retention PowerBI Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Bringing on high quality candidates will increase the liklihood of their success and thus their satisfaction in the role. **Staff Responsible for Monitoring:** Principal, Managers				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Translation Devices		$1,000.00
3	2	3	Curricular materials and manipulatives		$1,122.14
				Sub-Total	$2,122.14
				Budgeted Fund Source Amount	$2,122.14
				+/- Difference	$0.00
				Grand Total Budgeted	$2,122.14
				Grand Total Spent	$2,122.14
				+/- Difference	$0.00