

IDEA Public Schools

Sports Park College Prep

2023-2024 Improvement Plan





Public Presentation Date: August 24, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

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

IDEA Sports Park is a school focused on the scholar's development: body, mind, and character. IDEA Sports Park recognizes the commitment to serve our scholars by providing an opportunity to fully develop their academic and athletic potential in a joyful safe environment to ultimately matriculate and graduate from college. Our model provides opportunities of intellectual, creative, and personal development through rigorous coursework and athletic curriculum for all types of scholars, including service-learning projects to instill leadership qualities of living the standard of excellence every day.

To close gaps, we will focus on implementing various learning strategies for all learners and own our role in the mission of IDEA. We believe in no excuses but solutions in order to keep our promises to the families we serve.

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	6
Demographics	6
Student Learning	7
School Processes & Programs	9
Perceptions	13
Priority Problem Statements	14
Goals	15
Goal 1: All IDEA students matriculate to college	16
Goal 2: IDEA achieves an A Rating	18
Goal 3: Increase student persistence	24
Goal 4: Increase student daily attendance	28
Goal 5: Retain 85% of staff for the 23-24 school year.	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sports Park College Prep is a four-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment at SPCP is approximately 268 students. The percentages listed below summarize the demographics of our school population.

Total	Hispanic	White
268	87%	1%

Eco Disc: 96%

SPED: 4%

EB: 59%

Teacher Retention: 94%

Sports Park College Prep part of the IDEA Public School System. We pride ourselves in offering a variety of sports to our students such as: volleyball, boy and girls soccer, track, cross country, and boys and girls basketball, Advanced classes are offered through College Board's AP program. SPCP also offers CPT classes to our students. All students attend Road to and Thru College classes to ensure that they are prepared for college and are knowledgeable about financial aide and scholarships available to them.

During the 2022-2023 school year Sports Park College Prep saw our first graduating class. We look forward to having 48 seniors matriculate to college. With this inaugural graduating class SPCP we will begin to be able to track CCMR for our campus.

Demographics Strengths

A factor that contributes to Sport Park College Prep's success is the growth mindset that both our faculty and staff hold. We believe in not just equality in our classrooms, but equity. Our teachers ensure that 100% of our students receive diverse instruction that meets their learning needs, but also challenges them to become mindful learners. Meeting students at not only their instructional levels but ensuring that lessons are culturally and academically responsive to all students' needs.

At the end of the 2022-2023 school year our end of the student/teacher Panorama survey stated that teacher/students' relationships were at a 4.4 out of 5. Demonstrating our teachers' work to build strong relationships with our students. SPCP showed growth with TELPAS benchmark of 43% of EB students showing 1-year composite growth.

Sport Park's commitment to ensuring opportunities for all students' success, to receive an equitable education that leads them to continue their education at a college of their choice is evident in the work that the faculty, staff, and student do daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low ADA and high tardiness in 10th grade. **Root Cause:** Lack of accountability for students, parents, and teachers.

Problem Statement 2 (Prioritized): Teachers don't know how to implement successful SPED accommodations in the classroom. **Root Cause:** Lack of training in professional development and implementing SPED strategies and accommodations.

Student Learning

Student Learning Summary

Utilizing both formative and summative data is foundational when making decisions around student learning. A narrative is created from the data and sets the path to move forward. The journey for Sports Park College Prep has been like many other schools over the last few years due to the pandemic. An academic gap was created and access to previous 2019-2020 records was not accessible. IDEA Sports Park College Prep launched as a 9th and 10th grade campus servicing students outside the IDEA model. As other campuses we navigated through virtual instruction and utilized the resources and curriculum provided through the district. While we did receive accountability data for the 2020-21 school year, it only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall, ISPKCP had over 99% participation for EOC exams and told us the story we needed to create in 2021-22.

Formative and Summative data was collected by each teacher through administering common assessments to assist us with our on track to graduate policy ensuring teachers were on track with grading each grading cycle. Assessments are developed using district curated curriculum resources and data collected is used to drive instruction. We used this data to help create interventions and provide supplemental instruction. In addition, for summative data we utilized Renaissance testing for reading to help us identify students of concern as well as used to document student growth.

As we move into the 2023-2024 school year, we continue to be challenged with a rise in our emergent bilingual demographic. However, we have demonstrated a high amount of growth at the end of both the 2021-22 and 2022-2023 school years: receiving an overall 88 from TEA and meeting the state TELPAS exam. Through utilizing previous years data and instructional reflection, we ensured assessments were aligned to instruction and provided supplemental instruction as needed. In the end, 100% of IPSKCP students are on track to graduate.

As ISPCP has grown, it has also expanded its instructional model to support the College Career Military Readiness standard set by the state of Texas. Going into the 2023-2024 school year we are offering 12 Advanced placement classes: starting in the 9th grade. From our 2022-2023 graduating class 41 out of our 48 students earned their CCMR credit from their AP classes. Additionally, we offer dual enrollment to our juniors during the summer leading up to their senior year; allowing them to gain an additional three college credits. The 2023-2024 school year will see the launch of ISPCP's CTE Program in Entrepreneurship and Floral Design. Both programs allow students to receive certifications upon completion of program courses. Lastly, we had our first senior enlist in the United States Army.

Student Learning Strengths

DEA Sports Park College prep continues to increase in all EOC subject areas with an overall achievement score of a "52" for 21-22 versus "37" for the 20-21 academic year. Students' performances displayed academic growth allowing our campus to receive 6 out of 7 distinctions after two years of being in existence. Our advance placement program had students outperform the state and global numbers for the 2021-22 administration for both Spanish Language and Spanish Literature. Student performances in Spanish Literature scored a 78% 3 or higher versus state at 54% and global at 64%. Moreover, students in Spanish Language scored an 89% 3 or higher versus state at 76% and global at 82%. For the 2022-2023 school year we are currently 98% for meeting CCMR standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Inability to provided instructional supports for our state exam retesters. **Root Cause:** Lack of consistent accountability and communication for retesters and teachers.

Problem Statement 2 (Prioritized): Each year our Emergent Bilingual numbers grow and our data continues to be consistently low. **Root Cause:** 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

School Processes & Programs

School Processes & Programs Summary

Student Supports for Students:

2 Assistant Principals of Instruction

1 Social Emotional Councilor

1 Director of College Counseling

1 College Counselor

1 Assistant Principal of Operations

EB Program:

Sports Park CP's EB program has an EB coordinator and an LPAC committee that meets at least 3 times a year. During the 22-23 school, all staff was trained on SIOP learning strategies as well as Kagan student engagement strategies to help increased student engagement for all students.

SPED Program:

Sports Park CP's SPED department has a dedicated SPED department point person, administrator, 2 teachers, and 1 co-teacher. This department currently has a life skills unit known as RISE. Ultimate goal is to ensure all students are served in the most general education setting developing the soft skills needed to be successful in and out of the classroom. This year for the 2023-24 school year we will be implementing a dyslexia lab supporting our students with reading comprehension.

Content Areas:

RLA and Humanities have 1 API assigned to their contents.

Math and Sciences have 1 API assigned to their contents.

Each content has a content leader to provide leadership, support in teacher development, and provide expertise in the content area.

Career Technology Education (CTE):

For the 2023-24 school year we have implemented 5 CTE courses to support students on the path to receive certification in the entrepreneurship industry field. Additionally we are offering Floral Art design where students can also receive another opportunity to receive CCMR credit.

Advanced Placement:

AP Coordinator

Assist with College board deliverable as well as navigate testing during May

IDEA Sports Park allows students to begin taking AP classes in the 9th grade and continue thru the 12th grade. By graduation our student have the opportunity to gain a 11 AP credits. With each year that we have been open as a school we continually add AP classes to ensure that we are providing our students with as many academic and college opportunities as possible. It is our goal to have all students graduate as AP scholars allowing them to be ideal candidates for college acceptance.

Student Support Programs:

ICU/OTG (On track to graduate): Student Intensive Care Unit allows for teachers to identify students that are falling behind in class to be pulled out of 7th period to make up work and improve their grade. ICU will be implemented after the first progress report.

After school Tutorials/HB4545: After school tutorials begin in October for our HB4545 students and January for EOC classes with March for AP classes. Tutorials are intended to target student with the biggest learning gap when reaching for EOC mastery. Tutorials are from Tuesday thru Thursday from 3:45 to 5:30. Student tutorial lists are initially made based off December Mock exam data, but are updated based off exit ticket data, unit exam data, or Mock exam data.

Saturday School: Saturday school begin in January for EOC classes and March for AP classes. Saturday school is intended to target the higher achieving students to ensure that they stay at a higher achievement score or grow from there.

Intervention: Intervention is held during 8th period and is a class offered to those students that previously failed an EOC exam. This class is intended to support learning and provide them with an opportunity to master their EOC content before they take the test again in December or May.

Practical Writing: Practical writing is a class that is offered to our first year 9th and 10th grade students. The goal of practical writing is to teach 9th/10th grade student the foundational writing skills that they need in order to be successful writers. The instruction is TEKS aligned and based off Springboard curriculum. Classes are differentiated based off student language fluency and lessons are differentiated to meet their language proficiency needs.

Writing Across all Contents: WAC is a new initiative at IDEA Sports Park for the 2022-2023 school year and will continue focusing on writing. WAC is intended to ensure that 100% of our student practice content writing every day in all of their classes. At SPCP we realize that writing instruction needs to happen both inside and outside the English classroom especially with the changes to the EOC exams. Students need to be able to explain, describe, and synthesize their thinking process and the best way for them to learn how to do that is through daily implementation in their classes.

College Bound Programing

Road to and through College - Program created to support a student's college going identity. Grades 9-12 are scaffold in building the knowledge and skills students need to be successful while applying for college and post-secondary skills. Through this program students are able to identify their own strengths, career interest, college choices as well as prep for the ACT college entrance exam. Additionally to support student success in college, students are expected to master the Texas Student Initiative (TSI) to prevent students enrolling into remedial courses.

Athletic and After School Programming

We offer an athletic program honoring the seasons for cross country, volleyball, basketball, soccer, and track. Students are given the opportunity to participate and develop social skills that creates a well rounded student. We recognize after school programming such as sports creates discipline and dedication to school culture.

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 and we are on track to once again surpass student performance in TELPAS with over 54% on track to growth from benchmark.
- 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.
- IDEA has implemented Career and Technology education to support students who wish to seek a certification in the industry field while in school.
- IDEA offers Dual Enrollment opportunities for rising juniors and seniors at the local university during the summer.

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): There is a high volume of students assigned detention daily leading teachers to believe there is a lack of support to address behavior. **Root Cause:** Lack of discipline system in place to support culture in and out of the classroom.

Problem Statement 2 (Prioritized): Stakeholders are unfamiliar with Sports park programming and processes **Root Cause:** Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...

Perceptions

Perceptions Summary

Students, parents, and staff are given the opportunity to express how they feel or share their views of the campus throughout the year. Some perception measured methods for students and families are Panorama Surveys, and for employees are Great Places to Work survey. In the panorama survey, parents and students view the school as boring and students are not looking forward to coming to school. Therefore, we have a 3.7 score out of a 5-rating scale. Teachers also shared their feelings of not looking forward to coming to work. The overall perception is the lack of joy in our campus due to lack of planning events, celebrations, and community involvement.

Perceptions Strengths

Parents and students expressed satisfaction in the safety school climate. We have a closed campus, gated campus, all locked doors, and people can only step out from the front office door when entering and exiting. Parents also expressed that the campus is always willing to work with students. Students and staff are aware and scored high on knowing what the expectations are. The lead team and supervisors are also helpful to staff to help them accomplish their goals. In the great places to work teachers felt satisfaction in making a difference in their role.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community is not aware about our campus. **Root Cause:** Lack of community partnerships and participation in community events.

Problem Statement 2: Students and staff feel there is a lack of joy in school culture. **Root Cause:** Lack of consistent planning events, and student and staff celebrations.

Priority Problem Statements

Problem Statement 1: There is a high volume of students assigned detention daily leading teachers to believe there is a lack of support to address behavior.

Root Cause 1: Lack of discipline system in place to support culture in and out of the classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Stakeholders are unfamiliar with Sports park programming and processes

Root Cause 2: Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Inability to provide instructional supports for our state exam retesters.

Root Cause 3: Lack of consistent accountability and communication for retesters and teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Each year our Emergent Bilingual numbers grow and our data continues to be consistently low.

Root Cause 4: 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low ADA and high tardiness in 10th grade.

Root Cause 5: Lack of accountability for students, parents, and teachers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers don't know how to implement successful SPED accommodations in the classroom.

Root Cause 6: Lack of training in professional development and implementing SPED strategies and accommodations.

Problem Statement 6 Areas: Demographics

Goals






Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: College apps completed and acceptances + financial aid complete

Strategy 1 Details	Reviews			
Strategy 1: Implement ACT strategies and practice into RTTC II and III courses to prepare students for the ACT.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: All IDEA students matriculate to college

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

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

Strategy 1 Details	Reviews			
Strategy 1: Backwards plan TSIA assessing in 10th grade to help students reach TSIA exemption by senior year,	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of students accepted into a 4 year college or university

High Priority






Evaluation Data Sources: 100% of student acceptance by EOY 23-24

Strategy 1 Details	Reviews			
Strategy 1: Through RTTC IV students will be tracked on college applications including FAFSA complete to ensure students have no obstacles during matriculation	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>45%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 1: ICP: English I and English II students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 5% to 10% in Spring 2024 (HB3)






Evaluation Data Sources: EOC Exam results

Strategy 1 Details	Reviews			
Strategy 1: Utilized previous data points to strategically target students to help build language proficiency and writing abilities from the previous year. Implement EL strategies to support EL population as well as the practical writing course to increase writing efficiency. Strategy's Expected Result/Impact: Increase 5-10% in results from previous school year Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP: All Algebra I, Biology and US History students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 5% to 10% in Spring 2024. (HB3)






Evaluation Data Sources: EOC Exam results

Strategy 1 Details	Reviews			
Strategy 1: Strategically place kids in the right seat and classes to implement targeted TEKS instruction preparing students for the EOC. Strategy's Expected Result/Impact: Increase in all domains to achieve an A rating Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating






Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Telpas Results

Strategy 1 Details	Reviews			
Strategy 1: Create groupings based on Telpas results and implement in school tutorials targeting students to improve 1 level on Telpas. Students will have opportunities to practice the test and use strategies to help get the best possible result. Strategy's Expected Result/Impact: Increase in Telpas scores Staff Responsible for Monitoring: EL point person Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating






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

Strategy 1 Details	Reviews			
Strategy 1: Implementing HB45 time during catalyst and or intervention as well as after school tutorials to help meet the minutes required. Use a tracking system to track minutes. Strategy's Expected Result/Impact: To have 75% of students pass their EOC exams Staff Responsible for Monitoring: HB45 Point Person Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 25% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))






Evaluation Data Sources: EOC exam results

Strategy 1 Details	Reviews			
Strategy 1: Track SPED students performance and work 1:1 with teachers to ensure accommodations are being used as well as the resources being utilized Strategy's Expected Result/Impact: To increase over 5% previous EOC results overall Staff Responsible for Monitoring: Sped Point Person Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating






Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			
Strategy 1: Data tracking systems in place and used consistently to help make data decisions and drive best efforts Strategy's Expected Result/Impact: To meet 80% of Domain 3 and increase academic growth in EOC results for both Domain 1 and 2. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student persistence






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

Strategy 1 Details	Reviews			
Strategy 1: Implementing crisis team meeting monthly to discuss issues of safety and address concerns 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><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a yearlong scope and sequence of events that invest families onto the campus and create a stream of communication increasing family engagement across the campus. Strategy's Expected Result/Impact: Increase family engagement and families rate us at a 4 on the end of year survey Staff Responsible for Monitoring: Social Emotional Counselor Title I: 2.4, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Title I, Part A (4120) - \$500				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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			
Strategy 1: Offering curriculum and training to staff and students on bullying and the signs of bullying. Strategy's Expected Result/Impact: Increase bullying awareness in staff and students. Parents rate our school at a 4 for safety at the end of year survey Staff Responsible for Monitoring: Social Emotional Counselor Title I: 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Increase student persistence

Performance Objective 4: Increase student programming 23-24 to build sense of belonging

Strategy 1 Details	Reviews			
Strategy 1: Offer more school activities to build sense of belonging and a stronger school community Strategy's Expected Result/Impact: Increase student retention Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 4: Increase student daily attendance

Performance Objective 1: ICP: 100% of students from 6th thru 12th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Sports Park will achieve a 97% annual attendance rate for the 23-24 school year

Evaluation Data Sources: ADA reports from the state

Strategy 1 Details	Reviews			
Strategy 1: Taking daily attendance at HR and at OATP time to ensure 100% of students are accounted for and in their seats learning. Strategy's Expected Result/Impact: To identify high absence students to create a plan and get them back on track Staff Responsible for Monitoring: APO Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create incentives to grades 6-12th to increase ADA weekly to meet 97% per grade level. Strategy's Expected Result/Impact: Reaching 97% per grade level by end of year Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: - Title I, Part A (4120) - \$750	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Low ADA and high tardiness in 10th grade. Root Cause: Lack of accountability for students, parents, and teachers.
School Processes & Programs
Problem Statement 2: Stakeholders are unfamiliar with Sports park programming and processes Root Cause: Lack of clear communication to stakeholders. This may look like lack of consistent posts on FB, lack of use via REMIND, lack of communication to teachers and students on campus about events, ect...






Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 5: Retain 85% of staff for the 23-24 school year.

Performance Objective 1: CP staff will rate a 4 or higher on the GPTW survey, it is a fun place to work.

Evaluation Data Sources: GPTW survey

Strategy 1 Details	Reviews			
Strategy 1: Create a year long plan on ensuring teachers are appreciated and have the tools needed to feel successful. Strategy's Expected Result/Impact: To increase GPTW survey results to a 4 Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Fall and Spring Listening Tours to receive feedback and implement to improve staff experience Strategy's Expected Result/Impact: 85% Staff Retention Staff Responsible for Monitoring: Jeffries Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  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			\$500.00
4	2	2			\$750.00
Sub-Total					\$1,250.00
Budgeted Fund Source Amount					\$1,266.36
+/- Difference					\$16.36
Grand Total Budgeted					\$1,266.36
Grand Total Spent					\$1,250.00
+/- Difference					\$16.36