IDEA Public Schools

Weslaco Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 22, 2023

Mission Statement

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

Vision

IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Demographics

Demographics Summary

IDEA Weslaco is an open enrollment charter school founded in 2011. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. **This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 94.77% White-Hispanic, 3.85% White, .77% Black African, and 0.62% Asian. Our population is made of 51.38% Male and 48.62% Female.**

IDEA Weslaco implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Pre-K through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in late elementary grades are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them.

IDEA Weslaco Academy has been recognized as a "Great Place to Work" and received national rankings on The Washington Post and U.S. News & World Report's Top Elementary, Middle, High Schools lists. We remain on-track to uphold our legacy of sending 100% of its graduates to college.

Demographics Strengths

Based on our CNA Committee the following strengths were identified:

- Staff members were given "Team Time" each quarter. During this time they were able to build relationships, enjoy some down time and connect with each other on a personal level.
- The yearly salary increase is one perk IDEA employees look forward too.
- We have an effective and ongoing parent communication system around attendance. ADA morning calls owned by teachers, lead team phone calls, ADA notes, and front office clerk calls.
- We have established successful tools and ongoing mechanisms to help with student persistence such as the parent communication tracker, new student tracker, and the mission list, these tools are consistently executed on campus.
- Successful parent participation and contribution on school events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of follow through using ADA escalation matrix   **Root Cause:** Management of the fidelity to matrix and accountability due to the volume of absences.

Problem Statement 2 (Prioritized): There is a lack of opportunities to involve parents throughout the school year on campus.   **Root Cause:** Lack of year long plan in place to host

parents on campus monthly throughout the year.

Student Learning

Student Learning Summary

IDEA Academy Weslaco earned an A for exemplary performance. We provided our students with a high quality education and set the bar high for academic achievement with an emphasis on academic growth in Math and Reading. We also earned distinction designations in Mathematics and Science for exceptional achievement. In our TELPAS assessment we exceeded the target by 17 points and showed amazing results in Academic Growth by meeting 100% of all indicators including our Economically Disadvantaged, Hispanic and EB student populations. With our Special Education population we surpassed the target by 3 points in Student Achievement Domain. See PDF in Addendum for more information.

Student Learning Strengths

IDEA Weslaco teachers were provided with additional planning time/ support students were given the opportunity to have year long hands on instructional time as well as student participation within the lessons for each content. Strategic seating charts were implemented to reflect student performance and/or behavior. This was beneficial to their learning as proximity was used to maximize instructional time. Students were also provided with tutoring opportunities early in the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause:** Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Problem Statement 2: Students in STAAR tested grade levels do not get enough opportunities to practice and master online tools, content and language support. **Root Cause:** The training for online resources and tools was provided late in the year without enough time to implement with at master teachers and students.

Problem Statement 3 (Prioritized): There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause:** Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Problem Statement 4: There is a lack of planning for differentiated questions throughout each lesson. **Root Cause:** Teachers lack the knowledge and skills on how to scaffold rigorous questions throughout the lesson.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco we have strong operating mechanisms to ensure we are developing our leaders and staff to deliver high quality first instruction and be responsive to student data. Leaders are our in the field first thing Monday morning following up on teacher's coaching action step. On Monday afternoons we are also in the field collecting data on our culture components and providing teachers with feedback. Professional Development Sessions are held every Monday. Tuesdays we dig into data during our Reading Mastery Data call for K-2, Lead Team Tactical meeting and then once more during our STAAR Domain 3 Data Meeting. Wednesday we have two hours for instructional rounds where leaders sharpen their skills in our coaching cycle, norming on our teacher evaluation GET rubric and/or a problem of practice with our special population groups. On Wednesdays all teachers submit lesson plans for the following week and leaders to provide feedback. Teachers re-submit lesson plans after implementing feedback by Friday. Thursdays we meet to discuss academic and lead team coaching topics/trends to target during our professional development or instructional rounds. Monday-Friday Assistant Principals lead lesson rehearsals to ensure teachers get feedback before delivering their lessons in front of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of opportunities for teachers to collaborate in a Professional Learning Community.   **Root Cause:** Backwards plan for Professional Learning Community does not exist.

Problem Statement 2 (Prioritized): Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.   **Root Cause:** Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Perceptions

Perceptions Summary

Parent Surveys and feedback occur at the beginning of the school year, fall and spring. The Beginning of the year survey is based on parent experience the first week of school around communication, organization and overall experience. Through out the year teachers track their communication with parents on our campus log to ensure we are connecting with parents and answering questions related to academics, behavior or attendance. IDEA Weslaco hosts two campus wide events per semester. Students are celebrated weekly, monthly and quarterly for their academic achievement, behavior and meeting goals in Blended Learning spaces.

Students are taught how to resolve conflict and self reflect though our behavior plan which consists of think sheets, escalation matrix, restorative practices and SEL lessons.

 Teacher retention is at 93% and we received a Gold status on our Great Places to Work Survey

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Annual Employee Experience Survey. Below are the key highlights for the data for 2022 - 2023:

- I am compensated fairly for my role and responsibilities.
- I have at least one close friendship with another team member at IDEA.
- I would recommend my manager to other IDEA employees.
- IDEA treats employees fairly no matter how they identify.
- My leadership team cascades information about important updates and changes.
- My work is meaningful.
- I am proud of what we accomplish here at IDEA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have had an increase in Level 2 and Level 3 behavior incidents with students   **Root Cause:** There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Problem Statement 2 (Prioritized): There is a need to increase trust and investment between leaders and staff.   **Root Cause:** Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Priority Problem Statements

Problem Statement 1: There is a lack of follow through using ADA escalation matrix
Root Cause 1: Management of the fidelity to matrix and accountability due to the volume of absences.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus.
Root Cause 2: Lack of year long plan in place to host parents on campus monthly throughout the year.
Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community.
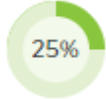**Root Cause 3**: Backwards plan for Professional Learning Community does not exist.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.
Root Cause 4: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have had an increase in Level 2 and Level 3 behavior incidents with students
Root Cause 5: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to increase trust and investment between leaders and staff.
Root Cause 6: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents.
Root Cause 7: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.
Root Cause 8: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Problem Statement 8 Areas: Student Learning

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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: All IDEA students matriculate to college

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

    Evaluation Data Sources: NSLU

Strategy 1 Details		Reviews			
Strategy 1: Host after school tutorials for students who are not meeting academic benchmarks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We want to ensure that all students end the school year on or above grade level.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders and teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3		25%	50%		
Strategy 2 Details		**Reviews**			
Strategy 2: Provide parents with progress updates in academic standing and attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent understanding of academic impact and progress.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders and teachers **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2		25%	40%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through using ADA escalation matrix   **Root Cause**: Management of the fidelity to matrix and accountability due to the volume of absences.
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus.   **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

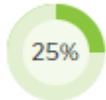| Student Learning |
|---|
| **Problem Statement 1**: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents.   **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies. |
| **Problem Statement 3**: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.   **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson. |

Goal 1: All IDEA students matriculate to college

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

    Evaluation Data Sources: NSLU

Strategy 1 Details	Reviews			
Strategy 1: Ensure alignment in reading and writing foundational skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show an increase in academic achievement in reading and writing.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders and teachers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:
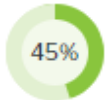
Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: College lessons facilitated at least 2x per year to 100% of Academy students

    High Priority

    Evaluation Data Sources: Campus Tracker

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will participate in college lessons, facilitated by teachers, during first and second semester	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn about different colleges and universities throughout the school year **Staff Responsible for Monitoring:** Leaders and teachers. **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Mar**	**June**
	10%	45%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents.   **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide small group re-teach in reading instruction to show mastery in low performing objectives throughout the year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase percentage of students who meet grade level standard in reading. **Staff Responsible for Monitoring:** Reading API and 3rd grade reading teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track student data after each reading assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To identify students who are not on track to meeting the meets target. **Staff Responsible for Monitoring:** 3rd grade reading teacher and reading assistant principal. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Host a parent meeting to provide STAAR training updates and training resources that can be used at home to support child's development.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase parent understanding of STAAR 2.0 and how to support child at home. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** TEA Parent Guide to Resources/PD Parent Meeting Resources - Title I, Part A (4120) - PAR - $300	25%	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.   **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

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 29% to 31% in Spring 2024. (HB3)

> **High Priority**

> **Evaluation Data Sources:** District Math Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide small group re-teach in math instruction to show mastery in low performing objectives throughout the year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase percentage of students who meet grade level standard in math. **Staff Responsible for Monitoring:** Math API and 3rd math teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	20%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track student data after each math assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To identify who is not on track to meeting the meets target goal. **Staff Responsible for Monitoring:** 3rd grade math teacher and math assistant principal. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.   **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

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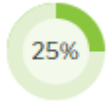
Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS Mock Assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will abide by a campus writing plan to increase writing proficiency levels across K-5th grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase growth for writing domain in TELPAS	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: K-5 ELAR, Math, Science/ Social Studies Teachers	25%	40%		
Title I: 2.4				
Problem Statements: Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: The campus will create a TELPAS plan to include practice sessions for our EB students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will get TELPAS assessment practice and become familiar with the online testing format.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: EB coordinator and EB teachers.	25%	50%		
Title I: 2.4				
Problem Statements: Student Learning 1				

Strategy 3 Details		Reviews			
Strategy 3: Parents will be provided resources to understand and practice listening, writing and speaking components at home. This will include visuals, writing templates with topics and areas to focus with speaking.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase students performance in Telpas in the following categories: Listening, speaking and writing.
    Staff Responsible for Monitoring: EB Point Person
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
    Funding Sources: Dictionaries, printed visuals and scenarios - Title I, Part A (4120) - PAR - $2,000
		25%	40%		

	0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✕ **Discontinue**	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Campus Tracker-Power School Completion Tracker

Strategy 1 Details		Reviews			
Strategy 1: Teachers will service HB4545 students through after school tutorials by focusing on their gaps from assessments throughout the year.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have additional opportunity to complete HB4545 minutes. **Staff Responsible for Monitoring:** 4th-5th math and reading teachers. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3		10%	35%		

Strategy 2 Details		Reviews			
Strategy 2: Administrators will monitor HB4545 minutes to ensure students are on track to meeting their goal.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All HB4545 students will meet their required hours for the year.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal and assistant principals. **Title I:** 2.4 **Problem Statements:** Student Learning 3		10%	35%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.   **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: GenEd and SPED teachers will collaborate monthly to review student data and progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will bring data to meeting and review progress for SpEd students. This is an opportunity for teachers to get guidance on how to best support their SpEd students in the classroom.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade team leaders and SpEd teachers. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%	25%		

Strategy 2 Details	Reviews			
Strategy 2: Gen Ed and SpEd teachers will track SpEd student data after each assessment in math and reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tracking will identify students who are on track to meeting the goal.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math and reading teachers, SpEd teachers, admin. **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	20%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 5 Problem Statements:
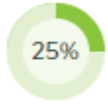
Student Learning
Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

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

    Evaluation Data Sources: District Assessment

Strategy 1 Details	Reviews			
Strategy 1: Track each student's performance in domain 1 by using summative assessment results and respond to data appropriately.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Identify an area of opportunity using different data points throughout the year.
     Staff Responsible for Monitoring: 3rd - 5th Math, Reading, Writing, Social Studies, and Science Teachers. Assistant Principals of Instruction. Principal.
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
     Problem Statements: Student Learning 1, 3
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide after school tutoring for students who are not on track to meeting their goal.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Provide students with extra support in priority subjects.
     Staff Responsible for Monitoring: 3rd - 5th math and reading teachers and admin.
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
     Problem Statements: Student Learning 3
	20%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: There is a lack of vertical alignment in K-5th for foundational skills that build throughout each grade level across all contents. **Root Cause**: Teachers do not have the structured time to collaborate together and vertically align with instructional strategies.

Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year. **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 2: IDEA achieves an A Rating

Performance Objective 7: 80% of sub populations meet Domain 3 STAAR growth measure.

    High Priority

    Evaluation Data Sources: District Assessments

Strategy 1 Details			Reviews			
Strategy 1: Analyze assessment data to track performance over time.			**Formative**			**Summative**
Strategy's Expected Result/Impact: To increase percentage of sub pops meeting growth over time.			Oct	Jan	Mar	June
Staff Responsible for Monitoring: 4th - 5th grade math and reading teachers and assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3			20%	50%		

Strategy 2 Details			Reviews			
Strategy 2: Facilitate small group tutoring for special pops not on track to meet academic growth.			**Formative**			**Summative**
Strategy's Expected Result/Impact: We will increase the number of SpEd and EB students meeting their growth targets.			Oct	Jan	Mar	June
Staff Responsible for Monitoring: 4th - 5th grade gen ed teachers, SpEd teachers, EB Coordinator, assistant principals of instruction. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3			20%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 7 Problem Statements:
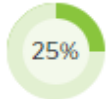
Student Learning
Problem Statement 3: There is inconsistency with small group re-teach opportunities to show mastery in low performing objectives throughout the year.   **Root Cause**: Teachers lack the skills to pace lessons appropriately and allow enough time for reteach at the end of the lesson.

Goal 3: Increase student persistence

Performance Objective 1: 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))

High Priority

Evaluation Data Sources: Family Engagement Participation Tracker

Strategy 1 Details			Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of families will receive communication multiple ways via social media, Remind, and flyers sent home.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Student Success Advisor and the Assistant Principals of Operation. **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - School Processes & Programs 2			25%	50%		

Strategy 2 Details			Reviews			
Strategy 2: Translate events into Spanish to increase engagement and participation.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase our parent involvement and student investment			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Weslaco Academy Staff **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Parent flyers, parent meeting resources - Title I, Part A (4120) - PAR - $915.37			25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

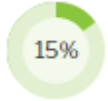| Demographics |
|---|
| **Problem Statement 2**: There is a lack of opportunities to involve parents throughout the school year on campus.   **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year. |

School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.   **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Goal 3: Increase student persistence

Performance Objective 2: 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: Campus Tracker

Strategy 1 Details	Reviews			
Strategy 1: Create tracking tools to report on lesson completion	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will complete lessons by established deadline	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Student Success Advisor **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: SSA will conduct teacher observations to ensure lessons are being done with fidelity and students are engaging and acquiring the skills from the curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Educate children about what to do when confronted with abusive behavior such as safe and unsafe touches and other physical and emotional abuse. Students will recognize bullying, how to refuse to be bullied, how to report bullying. **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	15%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We have had an increase in Level 2 and Level 3 behavior incidents with students   **Root Cause**: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: Campus receive a score of proficient or higher on campus safety scorecard for the 2023-2024 school year (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Campus Safety Audits
District Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: Utilize the safety score card rubric during monthly campus crisis team meetings to ensure campus is on track for proficient rating	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: End of Year rating of Proficient or higher on score card **Staff Responsible for Monitoring:** Campus Crisis Team members **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 - Perceptions 2	25%	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.   **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff.   **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Goal 3: Increase student persistence

Performance Objective 4: IA & CP: SC and SSA will provide social and emotional support for students on Tier II and up to help students thrive personally and academically, develop and maintain positive relationships and become lifelong learners.

> **High Priority**
>
> **Evaluation Data Sources:** Move This World Activity Percentage
> Grade Level Think Sheets

Strategy 1 Details	Reviews			
Strategy 1: SC and SSA will provide induvial check-ins and small group sessions with students needing social emotional support on a weekly/bi-weekly/as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will become more socially and emotionally stable and will acquire the skills they need to problem solve and make better choices. **Staff Responsible for Monitoring:** School Counselor and Student Success Advisor **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				
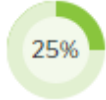
Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: We have had an increase in Level 2 and Level 3 behavior incidents with students   **Root Cause**: There was a lack of PD opportunities for teachers to build proactive skills around deescalating unwanted behavior

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

    Evaluation Data Sources: Fitness Ambassador

Strategy 1 Details			Reviews		
Strategy 1: Host two parent events through Healthy Kids Here initiative.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of students who meet their MVPA minute goal through parent involvement.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Coaches, CNP Managers, LPN, HA, and Leaders **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2		25%	5%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:
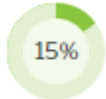
Demographics
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

Goal 4: Increase student daily attendance

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

    High Priority

    Evaluation Data Sources: ADA Tracker

Strategy 1 Details	Reviews			
Strategy 1: Improve Escalation Matrix accountability.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance from 22-23 to 23-24 school year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders and teachers **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 **Problem Statements:** Demographics 1, 2	15%	50%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of follow through using ADA escalation matrix   **Root Cause**: Management of the fidelity to matrix and accountability due to the volume of absences.
Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus.   **Root Cause**: Lack of year long plan in place to host parents on campus monthly throughout the year.

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.

    High Priority

    Evaluation Data Sources: Cornerstone
Campus Tracker

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Staff will show growth from beginning of year to end of year using the teacher evaluation system.
   Staff Responsible for Monitoring: Teachers and leaders
 	
   Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
Problem Statements: School Processes & Programs 2 - Perceptions 2
	25%	50%		

_{0%} No Progress _{100%} Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.   **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff.   **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Goal 5: Increase staff retention

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

    Evaluation Data Sources: Teacher Retention Tracker

Strategy 1 Details		Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reach 85% staffing retention or above.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2		10%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community. **Root Cause**: Backwards plan for Professional Learning Community does not exist.
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety. **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Goal 5: Increase staff retention

Performance Objective 3: Increase Annual Employee Experience survey statement "IDEA encourages team members to find a work life balance" by 10% points

    Evaluation Data Sources: Org. Survey

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for staff to work collaboratively and provide feedback on operating systems	**Formative**			**Summative**
Strategy's Expected Result/Impact: 10% or higher increase on work life balance statement according to the Employee Experience survey	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leaders **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 2	20%	50%		
0% No Progress **100%** Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of opportunities for teachers to collaborate in a Professional Learning Community.   **Root Cause**: Backwards plan for Professional Learning Community does not exist.
Problem Statement 2: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety.   **Root Cause**: Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.
Perceptions
Problem Statement 2: There is a need to increase trust and investment between leaders and staff.   **Root Cause**: Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	TEA Parent Guide to Resources/PD Parent Meeting Resources	PAR	$300.00
2	3	3	Dictionaries, printed visuals and scenarios	PAR	$2,000.00
3	1	2	Parent flyers, parent meeting resources	PAR	$915.37
				Sub-Total	$3,215.37
				Budgeted Fund Source Amount	$3,215.37
				+/- Difference	$0.00
				Grand Total Budgeted	$3,215.37
				Grand Total Spent	$3,215.37
				+/- Difference	$0.00