IDEA Public Schools

Weslaco College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 22, 2023

Mission Statement

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

IDEA Weslaco College Preparatory

The school community at IDEA Weslaco College Preparatory prioritizes our College for All mission by ensuring that *all* Team & Family members receive the requisite support to pursue the pinnacles of their successes. We value the uniqueness in talent and perspective that our parents, students, and staff bring to our school, be it through their socioeconomic status, citizenship, ethnicity, race, gender, gender identity and sexual orientation.

Vision

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

Core Values

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

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

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Demographics

Demographics Summary

IDEA Weslaco College Preparatory offers instruction to 780 6th through 12th graders each year and serves a primarily minority low socioeconomic status population. 100% of our seniors will graduate then matriculate to college (with two potential military exemptions). We pride ourselves in the quality education our students receive through their preparation for college and the service we provide to our community. We have 100% of our graduates CCMR ready and have exceeded 85% teacher retention.

Demographics Strengths

Students of all populations are expected to achieve their best academic potential. We currently have over 98% of our high school students on track to graduate and 87 graduates who will matriculate to college by September 2023. We are on track to persist through this school year with 90% of our students returning to our school for 2023-2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause:** We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Problem Statement 2: Student persistence interventions and processes were not firm with appropriate talking points for families. **Root Cause:** We did not organize our SC to ensure that systems were set and communicated or trained on.

Problem Statement 3: Onboarding of new families did not include messaging on campus culture, discipline in the classroom, our mission of college for all, and high expectations for communication and collaboration. **Root Cause:** Welcome to IDEA was a transactional event and process for enrollment.

Student Learning

Student Learning Summary

IDEA Weslaco College Preparatory graduates scholars under our Distinguished Achievement Plan with minor exceptions and has each student complete 125 community service hours. In the 2022-2023 academic year, our goal of A campus has been at a prediction of an 87. Class of 2023 has 94% of students with CCMR criteria met. Our Advanced Placement results for AP Scholar determination is pending, but we are currently at 10% achieving this status. We currently have one drop out student from this academic year in the 10th grade.

Student Learning Strengths

Students who are AP scholars continue to show success in AP course benchmark exams. The 10th grade class is on track to meet their 21 ACT average goal for 2023-2024 (first time). High School Reading Language Arts STAAR teachers are continuing to increase student achievement through a focus on key point delivery and student practice.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in middle school were not exposed to Cambium practice in the Fall semester for fluency on STAAR testing procedures. **Root Cause:** Distribution of technology was delayed for students, and we did not have enough inventory for these grade levels. We gapped in prioritizing full campus needs and proper labeling of devices.

Problem Statement 2 (Prioritized): Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause:** Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Problem Statement 3 (Prioritized): As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause:** Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

Problem Statement 4: Building literacy among students is limited as a campus through consistent tracking and promotion of development. **Root Cause:** Classroom instruction focuses on getting students to STAAR mastery and not fluency/comprehension/growth. We see this as a priority and do not consider the impact this can have.

Problem Statement 5: Technology was not readily available to students and teachers for in class and at home use. **Root Cause:** We had a lack of organizational system for distribution and proper messaging for culture lessons on use of technology and care.

Problem Statement 6 (Prioritized): Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures. **Root Cause:** There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Problem Statement 7 (Prioritized): Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause:** We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Problem Statement 8 (Prioritized): Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause:** Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco College Preparatory, we lead our students through Pre-AP and Advanced Placement programming while embedding Road To and Through College and ACT exam preparation for high school students. We are coached by our regional and national teams to ensure that our curriculum is understood and implemented as intended. Staff engages in weekly Tuesday meeting interactions after school to engage in campus training through a rotation. This is our opportunity to train, celebrate and inform staff for aligned messaging. Teachers who are new to campus or needing more support are included in additional practice sessions for skill development.

School Processes & Programs Strengths

We organized a calendar this year that included all information across campus (exclusion testing). This was helpful to staff in knowing their afternoon schedule for meetings and all campus events including students or parents. Staff development was calendared in advance and communicated to content leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education students are struggling with use of instructional tools and identification on campus. **Root Cause:** The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 2 (Prioritized): Culture rounds did not have the impact intended and were inconsistent in Spring. **Root Cause:** A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Problem Statement 3 (Prioritized): Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement. **Root Cause:** Leaders are not considering what teachers want in their schedules.

Problem Statement 4: Opportunities for students to engage after school are limited and reaching a smaller number of students. **Root Cause:** Our organized plan for 21st Century and campus clubs has not been shared and communicated with all stakeholders.

Problem Statement 5 (Prioritized): Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause:** Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Perceptions

Perceptions Summary

IDEA Weslaco College Preparatory has a 100% graduation rate with one student possibly affecting the 2024 data. We have retained 85% of our staff since 2018 and currently have two new teachers on our staff for this academic year. Staff absences are higher than prior to 2020 with increased number at an excessive number (over 10).

Perceptions Strengths

We have seen an increase in manager approval from our instructional staff in our GPTW surveys. Though low to the goal benchmark, we are meeting our employee retention goal for the campus. Managers are working to continue building relationships with staff and prioritizing communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause:** As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Problem Statement 2 (Prioritized): Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students. **Root Cause:** We are targeting events to the overall audience and not engaging all families.

Priority Problem Statements

Problem Statement 1: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms.

Root Cause 1: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent.

Root Cause 2: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content.

Root Cause 3: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures.

Root Cause 4: There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed.

Root Cause 5: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance.

Root Cause 6: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement.

Root Cause 7: Leaders are not considering what teachers want in their schedules.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Special education students are struggling with use of instructional tools and identification on campus.

Root Cause 8: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Culture rounds did not have the impact intended and were inconsistent in Spring.

Root Cause 9: A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teacher retention has been low this year with leavers in the first Quarter of the year.

Root Cause 10: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students.

Root Cause 11: We are targeting events to the overall audience and not engaging all families.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question.

Root Cause 12: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Problem Statement 12 Areas: Perceptions

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

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

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

Evaluation Data Sources: ACT tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead consistent ACT practice in 9th, 10th and 11th grade classrooms **Strategy's Expected Result/Impact:** Teachers of all contents in high school will know the importance of this exam and make connections through their courses. **Staff Responsible for Monitoring:** CC, GTLs, Teachers **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 **Problem Statements:** Student Learning 7	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause**: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Restructure testing and tutoring attempts to quarterly initiatives **Strategy's Expected Result/Impact:** Students will remain focused on year long course work and become more motivated by content practice preparation. **Staff Responsible for Monitoring:** CC team - 12th grade teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 2	25%			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 25% of graduates will matriculate to Tier I/II universities

Evaluation Data Sources: QAC Tracker; student GPA and ACT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead productive parents meetings for Tier I/II pipeline students **Strategy's Expected Result/Impact:** Leaders, parents and students are invested in this goal and school choices **Staff Responsible for Monitoring:** CCs **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock TELPAS exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Practice with technology **Strategy's Expected Result/Impact:** Students feel comfortable using tools and know how they are utilized during official testing. **Staff Responsible for Monitoring:** EB Coordinator, testing teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Students in other grade levels use various forms of graphic organizers, annotations and writing prompt stuctures. **Root Cause**: There is a lack of vertical alignment for content tools and teacher delivery of HOW key points.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: STAAR Data; HB4545 PowerSchool Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Systems Set in Calendar **Strategy's Expected Result/Impact:** Leader is clear on operating mechanisms for tracking, entry, transparency and decision making. **Staff Responsible for Monitoring:** Principal, APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3 - School Processes & Programs 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause**: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.

School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 65% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock and Semester Exams; weekly UE data; classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data reporting by grade level **Strategy's Expected Result/Impact:** Teachers and leaders are aware of results and respond timely. **Staff Responsible for Monitoring:** SPED teachers, APIs **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.
Problem Statement 3: As a campus, visual models were not a central focus for our special populations. Students who are Special Education and Language Learners were not having support needed. **Root Cause**: Instructional team did not inspect and check for this instructional strategy. Though anchor charts were shown during training day, there was limited follow up.
School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing or 59 Student Achievement Average

High Priority

Evaluation Data Sources: Mock and Semester Exams; Locus dashboard; Master Student Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Modify School Data Board **Strategy's Expected Result/Impact:** This new data board will focus on one grade level in a shortened format so that leaders can see trends. **Staff Responsible for Monitoring:** APIs, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 5	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. **Strategy's Expected Result/Impact:** Student data guides all instructional decisions **Staff Responsible for Monitoring:** APIs, STAAR teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 7 - School Processes & Programs 1	15%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 7: Reflection of student achievement was not consistent through the year through re-teach planning. Use of exit tickets was a training for staff, but follow through with SWAM sessions through the year was not consistent. **Root Cause**: We allowed culture gaps in select classes and teacher staffing changes to distract us from the GET 5 focus. Data driven instruction was not treated with urgency.

School Processes & Programs

Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 3: Increase student persistence

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data tracking through lead team tactical meetings **Strategy's Expected Result/Impact:** APO is able to rely on lead team for clarity of data and next actions. **Staff Responsible for Monitoring:** APO, Lead Team **Title I:** 4.2 **Problem Statements:** School Processes & Programs 5	40%			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow district support guide **Strategy's Expected Result/Impact:** Lead team has clarity on events we lead and how district support them. **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Parents and students are informed of campus events and attend them. **Staff Responsible for Monitoring:** SC **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Organizational items for families - notepads, supplies - Title I, Part A (4120) - PAR - $1,200, Activities for students/families at events - Title I, Part A (4120) - PAR - $2,000	25%			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Perceptions
Problem Statement 2: Parent events are limited to our Meet the Teacher Night and our Winter Spectacular. Visits to campus are either from highly involved parents due to academics or sports and not our most at-risk students. **Root Cause**: We are targeting events to the overall audience and not engaging all families.

Goal 3: Increase student persistence

Performance Objective 3: 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: District Tracker; SC management

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC Tracking and monitoring of expectations **Strategy's Expected Result/Impact:** SC receives guidance of initiatives and seeks support where needed. **Staff Responsible for Monitoring:** SC **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - Perceptions 1	75%			

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 3: Increase student persistence

Performance Objective 4: 100% of teachers will average Proficient or higher on Culture Rounds

High Priority

Evaluation Data Sources: weekly tracking; Culture Rubric

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reset on Culture Rounds **Strategy's Expected Result/Impact:** All leaders know what it expected and have transparency on how change is made through their leadership. **Staff Responsible for Monitoring:** SC, Lead Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 8 - School Processes & Programs 2	80%			

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 2: Culture rounds did not have the impact intended and were inconsistent in Spring. **Root Cause**: A year-long schedule was not created in calendar (only paper). Principal did not prioritize leadership of School Counselor in this capacity.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Weslaco College Preparatory will achieve a 95.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Locus dashbaord ADA; daily attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team primary contact for ADA **Strategy's Expected Result/Impact:** Parents will feel more connected to their administrators, and this will increase relationships and results. Teachers will have more time to focus on culture and instruction. **Staff Responsible for Monitoring:** APO, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 1	75%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.
School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th, 7th and 9th graders meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Coaches trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus tracking **Strategy's Expected Result/Impact:** Teachers on grade team will be aware of this progress of students. The focus is not only on Math/Reading goals, but also the well being and health of individual students. **Staff Responsible for Monitoring:** PE coaches, Managers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of high priority students will have attendance contract signed at BOY

High Priority

Evaluation Data Sources: campus tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team **Strategy's Expected Result/Impact:** Lead team is involved in family connections and sets the tone for year-long attendance in their respective grade levels. **Staff Responsible for Monitoring:** APO, Lead Team **Title I:** 2.4, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1	N/A			

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance repeat offending students continued to miss school and inconsistently improved their campus attendance. **Root Cause**: We had an inconsistent process for data tracking and implementation of the escalation matrix for teachers and leaders to intervent.

Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

Performance Objective 1: 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: Cornerstone and reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking of Progress **Strategy's Expected Result/Impact:** Principal is aware of leaders who are needing more support with priorities. **Staff Responsible for Monitoring:** Principal, teacher managers **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - School Processes & Programs 5 - Perceptions 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** Staff is clear on their areas of strength and growth. The manager/employee relationship is strengthened. **Staff Responsible for Monitoring:** Teacher managers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2 - School Processes & Programs 5 - Perceptions 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Teachers were not consistently rehearsing weekly and daily lessons and internalizing their content. **Root Cause**: Leaders used lesson plan clinics in the Fall at beginning of year and did not set time for rehearsals. Lesson planning mastery was determined then relied on.

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

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

Evaluation Data Sources: Teacher and Staff retention

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:** Candidates are high quality. **Staff Responsible for Monitoring:** Talent Partner **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit quality candidates per role by using high quality resume criteria **Strategy's Expected Result/Impact:** Instructional leaders have the best qualified candidates as hiring options. **Staff Responsible for Monitoring:** Principal and Talent Partner **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 8 - School Processes & Programs 1, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.
School Processes & Programs
Problem Statement 1: Special education students are struggling with use of instructional tools and identification on campus. **Root Cause**: The priority this year was on systems for SPED staff and instructional lead team did not internalize each individual students' needs.

School Processes & Programs

Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.

Goal 5: Increase staff retention

Performance Objective 3: Achieve 80% agree/strongly agree average on GPTW survey

High Priority

Evaluation Data Sources: GPTW pulse check and final survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manager focus on priority statements to get to teacher's thoughts on how to improve and define these statement responses. **Strategy's Expected Result/Impact:** Relationships are improved and communication is two-way. **Staff Responsible for Monitoring:** Teacher managers **Title I:** 2.4 **Problem Statements:** School Processes & Programs 3, 5 - Perceptions 1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher asks and schedule after school is varied based on grade team meeting schedule. Teachers feel overwhelmed or uninvolved based on their level of engagement. **Root Cause**: Leaders are not considering what teachers want in their schedules.
Problem Statement 5: Teacher retention has been low this year with leavers in the first Quarter of the year. **Root Cause**: Managers did not spend time ensuring that new staff were feeling adequate and supported through their learning. This was an onboarding gap and also in Quarter 1.
Perceptions
Problem Statement 1: Staff consistently feels that this is not an emotionally safe place to work. Results continue to decline on this question. **Root Cause**: As a lead team, we do not consider the impact excess teacher actions cause or respond to how people are feeling.

Goal 5: Increase staff retention

Performance Objective 4: 100% of students are trained in safety procedures

Evaluation Data Sources: FM tracker; monthly drills

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher tracking of drills and quality checks **Strategy's Expected Result/Impact:** Students are aware of what is expected of them because of teacher actions. **Staff Responsible for Monitoring:** FM, APO **Title I:** 2.5 **Problem Statements:** Student Learning 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: Culture was impacted by inconsistent cultural expectations of first year teachers. IDEA expectations were not actualized in 100% of classrooms. **Root Cause**: Instructional Lead Team had a lack of clarity on what school systems should look like once students are on campus and teachers have completed Culture Camp.

Goal 6: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Activities for students/families at events	PAR	$2,000.00
3	2	2	Organizational items for families - notepads, supplies	PAR	$1,200.00
				Sub-Total	$3,200.00
				Budgeted Fund Source Amount	$3,269.78
				+/- Difference	$69.78
				Grand Total Budgeted	$3,269.78
				Grand Total Spent	$3,200.00
				+/- Difference	$69.78