

**IDEA Public Schools**  
**Weslaco Pike Academy**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** August 3, 2023

# Mission Statement

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

## Vision

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

## 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IDEA Weslaco Pike Academy is a Title one school that is a A rated campus with an enrollment number of 842 students, servicing Kinder to 5th grade. The over enrollment of 30 kids is attributed to the families wanting to bring students to our campus due to school safety, A rating and the joy our teachers bring. We offer quality classroom instruction with the mission of College for All. Our curriculum programs service general education and special education students.

Pike Academy demographics include 88% of student population being economically disadvantaged, 98% Hispanic, 5.97% disabilities and 43% Emergent Bilingual.

### Demographics Strengths

- **Weslaco Pike Academy is an A rated campus for the past 4 school years.**
- **92% Teacher Retention** for the 22-23 school year
- **97% student persistence**
- **School Safety** protocols are in place and partnership exists between local authorities and campus staff
- **Our teacher career pathway consists of 4 Master distinguished teachers**
- Four of our teachers are designated as Distinguished under Texas Incentive Allotment

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 95.22% YTD ADA for the 22-23 school year **Root Cause:** ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

**Problem Statement 2:** 14% of our CSI students performed on or above grade level at EOY Renstar assessment **Root Cause:** Teachers did not have sufficient instructional time due to groupings not being strategic with ratios

**Problem Statement 3 (Prioritized):** Incoming transfer students were placed incorrectly in DI programs upon entering our campus **Root Cause:** Data validity incoming placement tests were not administered consistently as a requirement before placing a student in a DI group

# Student Learning

## Student Learning Summary

Weslaco Pike Academy received a rating of A in 2022-2023 school year. Based on 2023 accountability, all Reading and Math targets were met. In reviewing student achievement score data, Reading and Science performed higher than Math.

Data shows that our Hispanic students are performing about the same as our overall population. Our SPED population performed the lowest at 76% approaching standard across all contents.

### Weslaco Pike Academy 2023 STAAR Achievement Scores by Performance Level

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	341	341	109	-	791	
Approaches GL or Above	297	268	105	-	670	85%
Meets GL or Above	219	177	81	-	477	60%
Masters GL	140	101	46	-	287	36%
Total Percentage Points						

See attached adendum.

## Student Learning Strengths

At IDEA Weslaco Pike Academy, the following strengths contribute to academic and culture success at our campus.

- 1. Educators at IDEA Weslaco Pike Academy are able to deliver results due to the level of unpacking and lesson internalization that is completed.
- 2. Educators are IDEA Weslaco Pike Academy deliver strong instruction due to the lesson rehearsals that are completed on a daily/weekly basis.
- 3. Educators at IDEA Weslaco Pike Academy we are able close the achievement gap due to data driven decisions and instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 100% of student engagement is inconsistent throughout 3rd-5th grade STAAR classrooms **Root Cause:** Lack of lesson planning professional development aligned to varying delivery methods to engage all learners

**Problem Statement 2 (Prioritized):** Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause:** Limited instructional materials provided throughout the school year to support STAAR 2.0

**Problem Statement 3 (Prioritized):** Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause:** Systems was not in place to monitor teacher's daily agenda and pacing

# School Processes & Programs

## School Processes & Programs Summary

Student Programs:

Bilingual Program

Special Education

General Education – Wit and Wisdom, Eureka, Amplify, Insight

Direct Instruction Program

After school programs

Electives- AR, HS, PE

After school tutorial

Hb4545 Intervention

Move this World- Social Emotional Curriculum

Typing.com

IReady

Teacher Programs:

Reading Academies

TCP

Staff Development Cycle

Coaching Cycle- GET Rubric

Teacher Advisory Council

Campus Crisis Team

Content Leaders, Course Leaders, Grade Team Leaders

DI Coaches

## Course Collaborations

### Processes:

Response to Intervention is provided to students based on academic and behavioral performance.

3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance.

Weekly staff meetings are held for professional development sessions.

Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.

Course Collaborations quarterly by content led by district course leader

Lesson rehearsals to enhance quality of first instruction

Content webinars with resources, unpacking of units, legal updates and best practices

Roadmap assigned sessions to be in compliance and up to date with instructional best practices

DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback

Afterschool tutorial is offered to students based on academic needs and list is monitored fo

### School Processes & Programs Strengths

- 21% Master Level TCP Teachers- Opportunities for teachers to collaborate and professional development
- 100% of afterschool programs meeting 45+day
- 100% of 3rd-5th grade STAAR contents above district average from semester exam to mock exam

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 88% of PK-2nd on or above grade level in May **Root Cause:** Interventions were not set into motion with urgency due to staff availability

**Problem Statement 2 (Prioritized):** Over 50% increase amount of CSSR assessments in 22-23 school year **Root Cause:** Lack of professional development for social emotional learning or response to student situations for teachers

**Problem Statement 3 (Prioritized):** 14% CSI students on or above grade level in EOY Renstar **Root Cause:** Lack of opportunities for TEKS/Renstar alignment in intervention instruction



# Perceptions

## Perceptions Summary

Weslaco Pike Academy strongly believes in our foundational core values that include: We act with integrity, We build team and family, We deliver results, We achieve academic excellence, We bring joy, We ensure equity, and We sweat the small stuff. Some reasons why our families come and stay at our campus include 1) College Prep Academic Model which focuses on college preparation for all children. We are on track to send 100% of our seniors to college for the 14th straight year. 2) A Technology Device for Every Student- We provide 1:1 technology devices to all IDEA scholars. 3) We are open to all students- We are tuition free public school option. We accept applications and serve all students, regardless of where they live, their academic standing, their income, and their ability level. 4) Highly Trained & Experienced Teachers- We focus on coaching and developing our teachers to deliver high quality first instruction. Through partnering with all stakeholders and community members, we are able to make shared decisions that help our students get to and through college. There are various opportunities throughout the school year that engage our families and community members to be part of our student's education.

## Perceptions Strengths

- Over-enrollment by 75 students in Weslaco Pike Academy
- 97.6% Student Persistence
- 88.6% Teacher Retention

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year **Root Cause:** Inconsistent parent communication on ADA matrix level offenses

**Problem Statement 2:** <50% of parents completing parent campus satisfaction **Root Cause:** Lack of comprehension on how to complete survey

**Problem Statement 3 (Prioritized):** 87.18% Overall Staff Retention **Root Cause:** Inconsistent celebrations and recognitions across all staff members

# Priority Problem Statements

**Problem Statement 1:** Incoming transfer students were placed incorrectly in DI programs upon entering our campus

**Root Cause 1:** Data validity incoming placement tests were not administered consistently as a requirement before placing a student in a DI group

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 95.22% YTD ADA for the 22-23 school year

**Root Cause 2:** ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student independent practice is not consistently maximized in 3rd-5th grade classrooms

**Root Cause 3:** Systems was not in place to monitor teacher's daily agenda and pacing

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students had limited opportunities to practice STAAR 2.0 new assessment types

**Root Cause 4:** Limited instructional materials provided throughout the school year to support STAAR 2.0

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 14% CSI students on or above grade level in EOY Renstar

**Root Cause 5:** Lack of opportunities for TEKS/Renstar alignment in intervention instruction

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Over 50% increase amount of CSSR assessments in 22-23 school year

**Root Cause 6:** Lack of professional development for social emotional learning or response to student situations for teachers

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year

**Root Cause 7:** Inconsistent parent communication on ADA matrix level offenses

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** 87.18% Overall Staff Retention

**Root Cause 8:** Inconsistent celebrations and recognitions across all staff members

**Problem Statement 8 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

- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and 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
- Study of best practices

# 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**

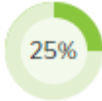





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meaningful student conversations with progress towards goals and commitments with Academy Leaders and CP Students  <b>Strategy's Expected Result/Impact:</b> Improved ACT scores for students <b>Staff Responsible for Monitoring:</b> College Counseling Team, AC Leaders  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness <b>Strategy's Expected Result/Impact:</b> Students build foundation needed in Reading and Math <b>Staff Responsible for Monitoring:</b> Assistant Principals of Instruction  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Students had limited opportunities to practice STAAR 2.0 new assessment types <b>Root Cause:</b> Limited instructional materials provided throughout the school year to support STAAR 2.0
<b>Problem Statement 3:</b> Student independent practice is not consistently maximized in 3rd-5th grade classrooms <b>Root Cause:</b> Systems was not in place to monitor teacher's daily agenda and pacing



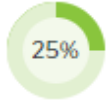
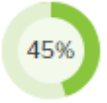
## Goal 2: IDEA achieves an A Rating

**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 53% to 55% in Spring 2024 (HB3)









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Weekly assessments, district assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focus on first instruction through weekly lesson rehearsals for teachers <b>Strategy's Expected Result/Impact:</b> Weekly exit ticket data meet SAS goal of 54 <b>Staff Responsible for Monitoring:</b> Reading Teachers, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track and monitor student data aligned to Domain I, II, and III of State accountability <b>Strategy's Expected Result/Impact:</b> Students meet individual performance goals in Domain I <b>Staff Responsible for Monitoring:</b> Reading Teachers, Assistant Principals of Instructions, Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide student intervention through afterschool tutorial and Saturday School <b>Strategy's Expected Result/Impact:</b> Students show growth from previous year eoy assessment <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice <b>Strategy's Expected Result/Impact:</b> Increase student STAAR performance and meet Plan to an A targets <b>Staff Responsible for Monitoring:</b> Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Manipulatives, copies, charts - Title I, Part A (4120) - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Students had limited opportunities to practice STAAR 2.0 new assessment types <b>Root Cause:</b> Limited instructional materials provided throughout the school year to support STAAR 2.0 <b>Problem Statement 3:</b> Student independent practice is not consistently maximized in 3rd-5th grade classrooms <b>Root Cause:</b> Systems was not in place to monitor teacher's daily agenda and pacing
School Processes & Programs
<b>Problem Statement 3:</b> 14% CSI students on or above grade level in EOY Renstar <b>Root Cause:</b> Lack of opportunities for TEKS/Renstar alignment in intervention instruction





## 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 52% to 54% in Spring 2024. (HB3)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Weekly assessments, district assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focus on first instruction through weekly lesson rehearsals for teachers <b>Strategy's Expected Result/Impact:</b> Weekly exit ticket data to meet SAS target of 54 <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track and monitor student data aligned to Domain I, II, and III of state accountability <b>Strategy's Expected Result/Impact:</b> Students meet individual targets in performance bands for Domain I <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide student intervention through afterschool tutorial and Saturday School <b>Strategy's Expected Result/Impact:</b> Students show growth from previous year end of year assessment <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal of Instruction, and Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				








### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Students had limited opportunities to practice STAAR 2.0 new assessment types <b>Root Cause:</b> Limited instructional materials provided throughout the school year to support STAAR 2.0 <b>Problem Statement 3:</b> Student independent practice is not consistently maximized in 3rd-5th grade classrooms <b>Root Cause:</b> Systems was not in place to monitor teacher's daily agenda and pacing

**Goal 2:** IDEA achieves an A Rating

**Performance Objective 3:** IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

**Evaluation Data Sources:** MOCK TELPAS assessment, Summit Practice

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will plan EL differentiation in lesson plans and execute during classroom instruction <b>Strategy's Expected Result/Impact:</b> Meet EL targets in Domain III for state accountability <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal, EL Point Person, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development to all teachers on EL instructional best practices <b>Strategy's Expected Result/Impact:</b> Students increase in TELPAS proficiency <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
			N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 2:** Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause:** Limited instructional materials provided throughout the school year to support STAAR 2.0

**Problem Statement 3:** Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause:** Systems was not in place to monitor teacher's daily agenda and pacing








### Perceptions

**Problem Statement 3:** 87.18% Overall Staff Retention **Root Cause:** Inconsistent celebrations and recognitions across all staff members

**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:** HB4545 Dashboard tracking reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide strategic intervention to 100% of HB4545 students during afterschool and saturday tutorials <b>Strategy's Expected Result/Impact:</b> 100% of students meet HB4545 minutes <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed <b>Strategy's Expected Result/Impact:</b> 100% of HB4545 students meet their minutes <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> Student independent practice is not consistently maximized in 3rd-5th grade classrooms <b>Root Cause:</b> Systems was not in place to monitor teacher's daily agenda and pacing
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> 14% CSI students on or above grade level in EOY Renstar <b>Root Cause:</b> Lack of opportunities for TEKS/Renstar alignment in intervention instruction

**Goal 2:** IDEA achieves an A Rating

**Performance Objective 5:** IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**Evaluation Data Sources:** Weekly assessments, district assessments, STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan SPED differentiation in lesson plans for Reading and Math <b>Strategy's Expected Result/Impact:</b> Students receive high quality first instruction that leads to mastery and approaches in district and state exams <b>Staff Responsible for Monitoring:</b> SPED Teacher, Teacher, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track and monitor student SPED data on weekly assessments <b>Strategy's Expected Result/Impact:</b> SPED students meet Approaches in EOY STAAR assessment <b>Staff Responsible for Monitoring:</b> SPED teacher, Teacher, Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 5 Problem Statements:**



Student Learning









**Problem Statement 2:** Students had limited opportunities to practice STAAR 2.0 new assessment types **Root Cause:** Limited instructional materials provided throughout the school year to support STAAR 2.0

**Problem Statement 3:** Student independent practice is not consistently maximized in 3rd-5th grade classrooms **Root Cause:** Systems was not in place to monitor teacher's daily agenda and pacing

## 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 (TEC 11.253(d)(3))

**Evaluation Data Sources:** Exit ticket, weekly assessments, district assessments, STAAR assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately <b>Strategy's Expected Result/Impact:</b> Students meet 90/60/30 goal in State end of year assessments <b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold Parent Meetings to inform on STAAR goals and progress throughout the school year <b>Strategy's Expected Result/Impact:</b> 100% of students meet their individual STAAR goals <b>Staff Responsible for Monitoring:</b> Teachers, Grade Team Leaders, Assistant Principals of Instruction, Principal  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







## Performance Objective 6 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Students had limited opportunities to practice STAAR 2.0 new assessment types <b>Root Cause:</b> Limited instructional materials provided throughout the school year to support STAAR 2.0
<b>Problem Statement 3:</b> Student independent practice is not consistently maximized in 3rd-5th grade classrooms <b>Root Cause:</b> Systems was not in place to monitor teacher's daily agenda and pacing
School Processes & Programs
<b>Problem Statement 3:</b> 14% CSI students on or above grade level in EOY Renstar <b>Root Cause:</b> Lack of opportunities for TEKS/Renstar alignment in intervention instruction
Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses

Goal 3: Increase student persistence

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

High Priority  
Evaluation Data Sources: Safety Scorecard evaluations checklists, dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review safety scorecard feedback in APO tactical on a weekly basis <b>Strategy's Expected Result/Impact:</b> Campus receives a score of proficient or higher on the campus safety scorecard <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Campus Principals  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



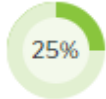





Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 95.22% YTD ADA for the 22-23 school year <b>Root Cause:</b> ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.

### Goal 3: Increase student persistence

**Performance Objective 2:** IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

**Evaluation Data Sources:** Attendance sign in sheets, scheduling and flyers of events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timely communication to families regarding school events to promote family engagement and attendance. <b>Strategy's Expected Result/Impact:</b> 100% compliance in required events <b>Staff Responsible for Monitoring:</b> School Counselor, Principal  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Strategic scheduling of meetings to increase attendance <b>Strategy's Expected Result/Impact:</b> High attendance for required events of families <b>Staff Responsible for Monitoring:</b> School Counselor, Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				








### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 95.22% YTD ADA for the 22-23 school year <b>Root Cause:</b> ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses

### Goal 3: Increase student persistence

**Performance Objective 3:** IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

**Evaluation Data Sources:** Completion reports from district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting <b>Strategy's Expected Result/Impact:</b> 100% completion of Anti-Bullying and Safer, Smarter School curriculum by deadline <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals of Instruction  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 - Perceptions 1, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 95.22% YTD ADA for the 22-23 school year <b>Root Cause:</b> ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
School Processes & Programs
<b>Problem Statement 2:</b> Over 50% increase amount of CSSR assessments in 22-23 school year <b>Root Cause:</b> Lack of professional development for social emotional learning or response to student situations for teachers
Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses







Perceptions
<b>Problem Statement 3:</b> 87.18% Overall Staff Retention <b>Root Cause:</b> Inconsistent celebrations and recognitions across all staff members



**Goal 4:** Increase student daily attendance

**Performance Objective 1:** IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1,200. (TEC 11.253(d)(10))

**Evaluation Data Sources:** PE weekly reports, dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and monitor MVPA data on a weekly basis to create weekly target list of students <b>Strategy's Expected Result/Impact:</b> 100% of students meet their MVPA minutes goal <b>Staff Responsible for Monitoring:</b> PE coach, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

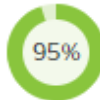
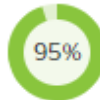


Demographics
<b>Problem Statement 1:</b> 95.22% YTD ADA for the 22-23 school year <b>Root Cause:</b> ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses








**Goal 4:** Increase student daily attendance

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

**High Priority**

**Evaluation Data Sources:** ADA weekly reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead team attendance calls on a daily basis for students who are absent <b>Strategy's Expected Result/Impact:</b> Meet ADA goal <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Follow ADA escalation matrix for repeated offenders <b>Strategy's Expected Result/Impact:</b> Meet ADA goals <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create yearly ADA celebration plan for student motivation <b>Strategy's Expected Result/Impact:</b> Meet yearly ADA goal <b>Staff Responsible for Monitoring:</b> SIS registrar, Assistant Principals, Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Recognize students and families for perfect attendance for the first semester in a semester and end of year award ceremony <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal of Operations, Principal, Assistant Principals of Instruction  <b>Title I:</b> 4.2 <b>Funding Sources:</b> Certificates, Awards, Poster Prints, Flyers - Title I, Part A (4120) - \$2,165.52	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:



Demographics
<b>Problem Statement 1:</b> 95.22% YTD ADA for the 22-23 school year <b>Root Cause:</b> ADA Matrix system to follow up on repeated attendance offenders was not followed with urgency and consistently.
Perceptions
<b>Problem Statement 1:</b> 95.22% ADA percentage-student attendance on a daily basis for 22-23 school year <b>Root Cause:</b> Inconsistent parent communication on ADA matrix level offenses

**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:** Staff development cycle reports from district, internal tracking with campus leaders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for goal setting, 2x2, and APR components of staff development cycle <b>Strategy's Expected Result/Impact:</b> 100% of teachers and managers complete all components of staff development cycle <b>Staff Responsible for Monitoring:</b> Campus leaders  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. <b>Strategy's Expected Result/Impact:</b> 100% of staff development cycle meetings occur for all staff members <b>Staff Responsible for Monitoring:</b> Campus leaders  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions



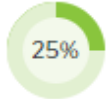





Problem Statement 3: 87.18% Overall Staff Retention Root Cause: Inconsistent celebrations and recognitions across all staff members

**Goal 5:** Increase staff retention

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

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

**Evaluation Data Sources:** Teacher retention data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recruit and hire high quality candidates per role by using high quality resume criteria <b>Strategy's Expected Result/Impact:</b> Meet staff retention goal <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold quarterly stepbacks with teachers to receive feedback on areas to improve as a campus <b>Strategy's Expected Result/Impact:</b> Meet staff retention goal <b>Staff Responsible for Monitoring:</b> Campus leaders, Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 3:</b> 87.18% Overall Staff Retention <b>Root Cause:</b> Inconsistent celebrations and recognitions across all staff members

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



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Resendez	Teacher	Reading Interventionist	1.0
Christopher Garza	Teacher	Math Interventionist	1.0
Fernando Luna	Co-Teacher	AR Facilitator	1

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Manipulatives, copies, charts		\$1,500.00
4	2	4	Certificates, Awards, Poster Prints, Flyers		\$2,165.52
Sub-Total					\$3,665.52
Budgeted Fund Source Amount					\$3,665.52
+/- Difference					\$0.00
Grand Total Budgeted					\$3,665.52
Grand Total Spent					\$3,665.52
+/- Difference					\$0.00