

IDEA Public Schools
Weslaco Pike College Prep
2023-2024 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.

Weslaco Pike College Prep

At Weslaco Pike College Prep, learning thrives because our school is positive, inclusive and joyful. Our students will persist through college and be confident that they will be able to navigate and accept the challenges of post-secondary education and upon return, WPCP alumni will transform the Weslaco Community by building citizenship and advocacy as it pertains culture and world-wide views.

Families, staff and students will be empathic and continue to be resilient by tapping into our strengths to overcome challenges and work through problems by modeling strong work ethic and be determined to get things done by focusing on our goals. The steadfast belief that we WILL forge a path forward using these attributes, ensures that our students have the power to create their reality and their futures.

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 College Prep is a Title one school that is a A rated campus with an over enrollment number of 754 students. The over enrollment of 3 kids is attributed to the families wanting to bring students to our campus due to school safety, A rating, joy our teachers bring and being a UIL 3A sports campus and have earned acclimations and honors with our student athletes. We offer quality classroom instruction with the mission of College for All.

Pike College Prep demographics include 83.18% of student population being economically disadvantaged, 97.6% Hispanic, 12% disabilities and 37.52% Emergent Bilingual.

Demographics Strengths

A rated campus.
96% student persistence
School Safety

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Did not meet goal of 97% average daily attendance. **Root Cause:** Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).

Problem Statement 2 (Prioritized): Student and family needs are not being met and families are not being retained. **Root Cause:** Lack of systems to identify student needs (surveys, campus liaisons).

Problem Statement 3: School programs are not aligned to student needs and interests. **Root Cause:** Lack of system that identifies what students needs and interests are (surveys).

Student Learning

Student Learning Summary

pending STAAR/AP scores

Student Learning Strengths

Some areas of strength are content collaboration, unpacking data, closing gaps based on data. Students can support their understanding to the text using text evidence in various contents. Implementation of AP Supplemental Aligned Materials. Academic Monitoring across grade levels based on student data and focused on target students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Intervention program is not yielding growth in student goals. **Root Cause:** There is not an effective system to track data and identify where intervention is needed and what type.

Problem Statement 2 (Prioritized): Special education services in high school are not yielding student growth. **Root Cause:** Lack of tracking of HS student assessments to identify correct support systems.

School Processes & Programs

School Processes & Programs Summary

At Weslaco Pike, leaders and teachers both receive professional development as a whole group and individualized. We have established collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning by analyzing school schedules and converting them into PLC schedules. These are either grade team meetings or content team meetings and all staff too. We provide evidence-based feedback to teachers to improve instruction by observing and preparing feedback (See it, Name it, Do It). We have set systems and procedures in place to identify time to collaborate throughout the day (All staff PD, Content team meetings (PLCs), Coaching Clinics),review funding and align our budget to your campus instructional needs. Review % allotted for PD, % allotted for extra duty pay for tutorials and Saturday School (ESSER Funds), observe teachers, lead data meetings or leading walkthroughs to collect the data on whether the PD is being implemented or working, Operating mechanism for reviewing lesson plans to provide feedback on first instruction incorporating action step, operating mechanism for accountability within the campus leaders. We also ensure to provide teacher & leaders with resources.

School Processes & Programs Strengths

Instructional Coaching cycle for both leaders and teachers.

Campus Crisis Safety Team

Process for threats and student safety

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): General Ed teachers have a lack of understanding around accommodations and modifications for SPED students. **Root Cause:** There is a lack of up to date training and collaboration between SPED and General Ed teachers.

Problem Statement 2: There has been an increase of student social and emotional needs. **Root Cause:** There is a lack of systems to bring joy and provide social and emotional support.

Problem Statement 3 (Prioritized): There has been an increase of student infractions connected to student safety. **Root Cause:** There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Problem Statement 4 (Prioritized): Staff satisfaction surveys have yielded low results for coaching and development. **Root Cause:** There has not been fidelity to the coaching cycle and process for providing feedback.

Perceptions

Perceptions Summary

This past year we held family engagement events that were at 40% participation overall.

Events:

Meet The Teacher

Family Picnic

Campus Improvement Plan

Arts and Crafts

Senior Parent Meetings

Report Card Nights (3 Quarters)

Coffee with the Principal

Fall Festival

Senior Love Meeting

8th/9th/11th Transition Meeting

Art Show

Spring Festival

Poetry Cafee

AP Scholars Breakfast

EOY Awards/Ceremonies

Graduation

We held 4 surveys this year-- Beginning of Year--safety and operations, fall (student/parent) social emotional and student and teacher feedback, spring (parent/student/campus and SEL), and end of year.

100% participation in student surveys and 69% in family surveys.

Student data results --

Campus Data: high point was safety at 4.7 out of 5 and low point was School Belonging.

Teacher data: Overall 3.95 out of 5

Family data results --

Campus Data: high point was safety at 4.4 out of 5 and low point was healthy kids initiative at 4.2 out of 5

Teacher data: 4.6 out of 5

We do not have any community partnerships nor volunteers, but for the 23-24 school year we will be founding a Senior Booster Club.

Perceptions Strengths

For the year of 22-23 there were more events held and not cancelled. Teachers were spotlighted and some information was shared about the school regarding our programs such as college field lessons. We also held family informative sessions online due to attendance be higher on a virtual setting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low percentage of attendance to family events/meeting. **Root Cause:** Families not interested in data, but in student spotlights.

Problem Statement 2 (Prioritized): There is a disconnect between families and staff. **Root Cause:** There is not an effective system for parent communication with all staff.

Problem Statement 3: High percentage of incidents impacting student mental and physical well being. **Root Cause:** No clear system for roles and responsibilities and tracking system for social and emotional support.

Priority Problem Statements

Problem Statement 1: Did not meet goal of 97% average daily attendance.

Root Cause 1: Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student and family needs are not being met and families are not being retained.

Root Cause 2: Lack of systems to identify student needs (surveys, campus liaisons).

Problem Statement 2 Areas: Demographics

Problem Statement 3: Intervention program is not yielding growth in student goals.

Root Cause 3: There is not an effective system to track data and identify where intervention is needed and what type.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education services in high school are not yielding student growth.

Root Cause 4: Lack of tracking of HS student assessments to identify correct support systems.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: General Ed teachers have a lack of understanding around accommodations and modifications for SPED students.

Root Cause 5: There is a lack of up to date training and collaboration between SPED and General Ed teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There has been an increase of student infractions connected to student safety.

Root Cause 6: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Low percentage of attendance to family events/meeting.

Root Cause 7: Families not interested in data, but in student spotlights.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a disconnect between families and staff.

Root Cause 8: There is not an effective system for parent communication with all staff.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Staff satisfaction surveys have yielded low results for coaching and development.

Root Cause 9: There has not been fidelity to the coaching cycle and process for providing feedback.

Problem Statement 9 Areas: School Processes & Programs

Goals






Goal 1: All IDEA students matriculate to college

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

High Priority

HB3 Goal

Evaluation Data Sources: Mastery prep reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and bucket students by growth and no progress to plan for boot camp and ACT Saturday School. Strategy's Expected Result/Impact: Increase 2.5 points in composite score by graduation. Staff Responsible for Monitoring: CC team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>

Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: Tsi reports

Strategy 1 Details	Reviews			
Strategy 1: TSI course in conjunction with UTRGV for support. Strategy's Expected Result/Impact: 100% of students are TSI exempt by graduation Staff Responsible for Monitoring: CC Team TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

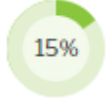




Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of lead team will be aware of matriculation concerns.

Evaluation Data Sources: Tactical data board

Strategy 1 Details	Reviews			
<p>Strategy 1: Opportunity to share matriculation concerns at weekly tactical</p> <p>Strategy's Expected Result/Impact: All administration team will be able to know students of concerns and provide feedback and support.</p> <p>Staff Responsible for Monitoring: CC Team and Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:






Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>

Goal 1: All IDEA students matriculate to college

Performance Objective 4: 100% of seniors will have meaningful connections.

High Priority

Evaluation Data Sources: DCC check in

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Senior PWI program- quarterly meetings with seniors. Strategy's Expected Result/Impact: Opportunity for seniors to feel heard and celebrated. Staff Responsible for Monitoring: DCC and Principal TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: There is a disconnect between families and staff. Root Cause: There is not an effective system for parent communication with all staff.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Telpas benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: TELPAS bootcamp in February to practice writing and speaking components.</p> <p>Strategy's Expected Result/Impact: Students will learn 2-3 strategies that can be used to improve ELPS</p> <p>Staff Responsible for Monitoring: EB coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: Powerschool and check in docs

Strategy 1 Details	Reviews			
<p>Strategy 1: Catalyst period added to daily schedule for HB4545 remediation. Strategy's Expected Result/Impact: HB4545 students will complete required minutes by end of semester 1. Staff Responsible for Monitoring: APIs, principal, and teachers.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Check ins and ptg

Strategy 1 Details	Reviews			
Strategy 1: Sped and gen ed collaboration meetings Strategy's Expected Result/Impact: Implementation of high leverage in class supports Staff Responsible for Monitoring: APIs and sped manager TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:






Student Learning
Problem Statement 2: Special education services in high school are not yielding student growth. Root Cause: Lack of tracking of HS student assessments to identify correct support systems.

Goal 2: IDEA achieves an A Rating

Performance Objective 4: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Check ins/PTGs/Tactical data board

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: Growth in all domains</p> <p>Staff Responsible for Monitoring: Principal and APIs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 4 Problem Statements:

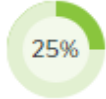




Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>
School Processes & Programs
<p>Problem Statement 1: General Ed teachers have a lack of understanding around accommodations and modifications for SPED students. Root Cause: There is a lack of up to date training and collaboration between SPED and General Ed teachers.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 5: Increase % of students meeting CCMR by 5%

HB3 Goal

Evaluation Data Sources: DCC check in and tactical data board

Strategy 1 Details	Reviews			
<p>Strategy 1: TSI tutorials before testing for seniors who are not TSI ready. Strategy's Expected Result/Impact: Remediation is fresh in student's minds and percentage of mastery increases. Staff Responsible for Monitoring: RTTC teacher and DCC</p> <p>TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:






Student Learning
<p>Problem Statement 1: Intervention program is not yielding growth in student goals. Root Cause: There is not an effective system to track data and identify where intervention is needed and what type.</p>

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))

High Priority

Evaluation Data Sources: Check-in data review, PTG

Strategy 1 Details	Reviews			
<p>Strategy 1: 1 culture rounds of walkthroughs of all buildings (portables) have locked doors, staff culture surveys per quarter.</p> <p>Strategy's Expected Result/Impact: 100% of doors are locked and staff have an opportunity to share upwards feedback.</p> <p>Staff Responsible for Monitoring: APO and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

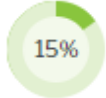


School Processes & Programs
<p>Problem Statement 3: There has been an increase of student infractions connected to student safety. Root Cause: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.</p>

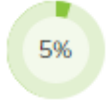




Goal 3: Increase student persistence

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))

High Priority

Evaluation Data Sources: Engagement year at a glance during weekly tactical

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Increase family attendance to 60%.</p> <p>Staff Responsible for Monitoring: SC, Principal, APIs, and GTLs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum family meeting to promote tracking of student progress.</p> <p>Strategy's Expected Result/Impact: Families provide support at home and know the impact of the curriculum that is taught on campus.</p> <p>Staff Responsible for Monitoring: APIs and Principal</p> <p>Title I: 2.4, 4.2</p> <p>Funding Sources: Clipboards, dry erase boards, sticky notes, and pencils. - Title I, Part A (4120) - \$905</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Senior Parent Meetings to promote understanding of financial and academic needs as seniors matriculate to college.</p> <p>Strategy's Expected Result/Impact: Families are financially set for senior matriculation.</p> <p>Staff Responsible for Monitoring: DCC and Principal</p> <p>Title I: 2.4, 4.2</p> <p>Funding Sources: pens, money organizer planner, pencil pouches, dry erase board - Title I, Part A (4120) - \$895</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Healthy Kids Initiative Meeting Strategy's Expected Result/Impact: Healthy families Staff Responsible for Monitoring: SC and Principal Title I: 4.1, 4.2 Funding Sources: manipulatives and de-minumus items - Title I, Part A (4120) - \$1,281.80	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:






Perceptions
<p>Problem Statement 1: Low percentage of attendance to family events/meeting. Root Cause: Families not interested in data, but in student spotlights.</p> <p>Problem Statement 2: There is a disconnect between families and staff. Root Cause: There is not an effective system for parent communication with all staff.</p>

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))

High Priority

Evaluation Data Sources: Counselor Check in

Strategy 1 Details	Reviews			
Strategy 1: SC compliance meeting and early communication teacher investment-- timeline included and supports system. Strategy's Expected Result/Impact: Stay at 100% completion of deadlines. Staff Responsible for Monitoring: SC TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Student and family needs are not being met and families are not being retained. Root Cause: Lack of systems to identify student needs (surveys, campus liaisons).
School Processes & Programs
Problem Statement 3: There has been an increase of student infractions connected to student safety. Root Cause: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.

Goal 3: Increase student persistence

Performance Objective 4: 100% of students and families will be able to know where to find the student code of conduct and most common infractions and consequences.

Evaluation Data Sources: family and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Review student code of campus during BOY PD for staff, and students during culture camps, parents during MTT.</p> <p>Strategy's Expected Result/Impact: Students, families, and staff know where to find the student code of conduct, consequences, and remediation.</p> <p>Staff Responsible for Monitoring: APIs and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:






School Processes & Programs
<p>Problem Statement 3: There has been an increase of student infractions connected to student safety. Root Cause: There is lack of parent and student communication regarding school systems, student code of conduct, and school safety procedures.</p>

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Weslaco Pike CP will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Check ins, data board review during weekly tactical, PTG

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing an effective communication regarding attendance implications to end of year-- loss of credit. (flyers/attendance letters during drop off/pick up & MTT, report card, Open House)</p> <p>Strategy's Expected Result/Impact: 100% of families understand the importance of ADA in connection to credit.</p> <p>Staff Responsible for Monitoring: APO</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: There is a disconnect between families and staff. Root Cause: There is not an effective system for parent communication with all staff.</p>

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes. (TEC 11.253(d)(10))

Evaluation Data Sources: check in, data board review during weekly tactical

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of tracking and recognition program for MVPA minutes.</p> <p>Strategy's Expected Result/Impact: Students and families get reports of minutes every week and they are recognized at minimum every quarter.</p> <p>Staff Responsible for Monitoring: Coach and API</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

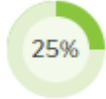




Perceptions
<p>Problem Statement 2: There is a disconnect between families and staff. Root Cause: There is not an effective system for parent communication with all staff.</p>

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of leaders will contact families of absent students on a daily basis (if no response send text message).

High Priority

Evaluation Data Sources: data review during weekly tactical

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily calls to families between 8:15-8:30 and system to have teachers update absence log by 8:15 pick up. Strategy's Expected Result/Impact: 100% of families are aware of student absence Staff Responsible for Monitoring: APO and Grade Team admins</p> <p>TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

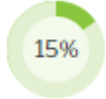




Perceptions
<p>Problem Statement 2: There is a disconnect between families and staff. Root Cause: There is not an effective system for parent communication with all staff.</p>

Goal 4: Increase student daily attendance

Performance Objective 4: Fidelity to ADA Yearlong Incentive/Theme

High Priority

Evaluation Data Sources: APO Check in

Strategy 1 Details	Reviews			
Strategy 1: Monthly ADA incentive and themes Strategy's Expected Result/Impact: ADA is increased by 1% during theme weeks Staff Responsible for Monitoring: APO TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 4 Problem Statements:

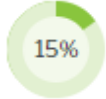




Demographics
<p>Problem Statement 1: Did not meet goal of 97% average daily attendance. Root Cause: Lack of system to invest all stakeholders in importance of student attendance (need staff attendance committee, students, parents).</p>

Goal 4: Increase student daily attendance

Performance Objective 5: Teachers will track students of concern at GTM and make meaningful connection by Friday of every week.

High Priority

Evaluation Data Sources: Weekly tactical

Strategy 1 Details	Reviews			
Strategy 1: Use of student of concern tracker every week to review students of concern . Strategy's Expected Result/Impact: Families of students of concern will have meaningful contact on a weekly basis. Staff Responsible for Monitoring: grade team admin, APO, Principal TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Student and family needs are not being met and families are not being retained. Root Cause: Lack of systems to identify student needs (surveys, campus liaisons).

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: SDC completion tracker review during tactical and check-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: 100% of staff receive feedback and coaching.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. Root Cause: There has not been fidelity to the coaching cycle and process for providing feedback.</p>

Goal 5: Increase staff retention

Performance Objective 2: 85% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: weekly tactical and leader check ins

Strategy 1 Details	Reviews			
<p>Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria</p> <p>Strategy's Expected Result/Impact: selected staff have knowledge of the role that they have accepted</p> <p>Staff Responsible for Monitoring: principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. Root Cause: There has not been fidelity to the coaching cycle and process for providing feedback.</p>

Goal 5: Increase staff retention

Performance Objective 3: 100% of staff have a space to share upwards feedback.

Evaluation Data Sources: leader check in

Strategy 1 Details	Reviews			
<p>Strategy 1: Surveys at end of PD, 2 way feedback at every check in. Strategy's Expected Result/Impact: 75% rating on AEE My leadership team values and responds to my feedback and ideas. Staff Responsible for Monitoring: Principal and LT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. Root Cause: There has not been fidelity to the coaching cycle and process for providing feedback.</p>

Goal 5: Increase staff retention

Performance Objective 4: 100% of staff are celebrated through recognition spotlights.

Evaluation Data Sources: weekly tactical and leader check ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly staff shout outs focused on our priorities. Strategy's Expected Result/Impact: Staff are able to see their growth and feel valued. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Staff satisfaction surveys have yielded low results for coaching and development. Root Cause: There has not been fidelity to the coaching cycle and process for providing feedback.</p>

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	Clipboards, dry erase boards, sticky notes, and pencils.		\$905.00
3	2	3	pens, money organizer planner, pencil pouches, dry erase board		\$895.00
3	2	4	manipulatives and de-minumus items		\$1,281.80
Sub-Total					\$3,081.80
Budgeted Fund Source Amount					\$3,081.80
+/- Difference					\$0.00
Grand Total Budgeted					\$3,081.80
Grand Total Spent					\$3,081.80
+/- Difference					\$0.00