IDEA Public Schools

District Improvement Plan

2025-2026

IDEA

Public Schools

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

- IDEA Public Schools continues to enroll and serve our targeted population in terms of economically disadvantaged, at-risk, and Emerging Bilingual. Our staff members tend to be less experienced than the statewide averages, but higher in terms of mirroring our student population on ethnicity.
- Student Demographics
- African American 7.3% (vs. 12.8% statewide)
- Hispanic 85.6% (vs. 53.2% statewide)
- White 5.2% (vs. 25% statewide)
- American Indian: .1%
- Asian 1.1%
- Pacific Islander: .2%
- Two or More Races: .5%
- Female: 49.1%
- Male 50.9%
- Eco Dis: 84% (vs. 62.3% statewide)
- Section 504: 2.6% (vs. 7.2% statewide)
- EB/EL: 44.8% (vs. 24.4% statewide)
- Foster Care 0% (vs. .2% statewide)
- Homeless .2% (vs. 1.4% statewide)
- Title 1 100% (vs. 65.7% statewide)
- At-Risk 59.2% (vs. 53.2% statewide)
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- Graduation Profiles:
- 1,988 graduates
- Demographics
- 2.6% African American
- 93.7% Hispanic
- 3% White
- 0.2% American Indian
- 0.4% Asian
- 0% Pacific Islander
- 0.2% Two or More Races
- 84.9% Economically Disadvantaged
- 32.1% Emergent Bilingual
- 45% At-Risk
- 3.9% CTE Completers
- 7% Special Education

Staff Demographics:

- Total Staff 8,945
- Teachers: 3,965
- Teachers by Ethnicity:
- African American 11.7% (vs. 12.6% statewide)
- Hispanic: 75.2% (vs. 30.1% statewide)
- White 10.4% (vs. 53.4% statewide)
- Asian 1.3% (vs. 2.1% statewide)

- Two or more races .9% (vs. 1.3% statewide)
- Teachers by sex:
- Males 26.2%
- Females 73.8%
- Average years experience of teachers: 5.5 (vs. 11.1 statewide)
- Average years experience of principals: 4.5 (vs. 6.0 statewide)

Demographics Strengths

- Strengths:
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- IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students and higher percentages of EB students (+20%, Title I students (+34%), and At Risk students (+6%) than the state average.
- IDEA's staff mirrors that of its student population in terms of ethnicity
- IDEA is higher than the state average in payout of teachers earning recognized, exemplary, and master status under the Teacher Incentive Allotment (TIA) - see chart pasted below
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	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	95	$5,896	9,429	$5,848
Exemplary	184	$11,915	10,279	$11,434
Master	95	$21,956	5,255	$21,235

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student data trends show a decline in enrollment in our high school grades.
Root Cause: IDEA needs to better identify the needs and wants of our high school students and their parents to ensure we are providing a competitive and compelling high school option for them to choose.

Student Learning

Student Learning Summary

Overall, we are not meeting STAAR performance goals with Spring 2025 performance showing 73% approaches, 47% meets, and 19% masters for all STAAR/EOCs combined. Our SPED and LEP data show a differential in performance, with SPED overall performance at 50% approaches, 27% meets, and 8% masters and EB overall performance at 70% approaches, 43% meets, and 1% masters. Grade level performance shows that 38% of students are on grade level in math; 53% of students are on grade level in ELAR; 50% of students are on grade level in science; and 48% of students are on grade level in social studies. STAAR data disaggregated by race/ethnicity show 78% of Asian students meet grade level proficiency in all subjects; 43% of African American students meet grade level performance in all subjects; 47% of Hispanic students meet grade level performance in all subjects; 60% of American Indian students meet grade level performance in all subjects; 52% of Pacific Islander students meet grade level performance in all subjects; and 52% of White students meet grade level performance in all subjects. TELPAS ratings show that 82% of IDEA schools met the accountability target with 52% of EB students showing growth in two or more domains but only 36% of EB students with Composite Level Growth. Students in grades 3-8 most need of reading intervention who are two or more grade levels behind are enrolled in Critical Student Intervention (CSI); 48% of these students grew two years in reading or were reading on grade level at the end of the year. Sixty-five percent of 1st and 2nd graders and 50% of kindergarteners are ending the year reading on grade level. Finally, 18% of AP exams administered in Spring 2025 earned a qualifying score and X% of IDEA seniors graduated with the AP designation in spring 2025. Among all students who took the ACT during the 24-25 school year, the average composite score was 17.5.

Student Learning Strengths

- Meets grade level performance on STAAR grew in 4th-6th and 8th ELAR; 3rd-4th and 7th-Algebra I math; and all science courses.
- Masters performance grew in 4th-6th and 8th ELAR; all math courses, and all science courses
- Eighty-two percent of IDEA schools met the TELPAS accountability target and three regions had 100% of schools meet the TELPAS accountability target (Permian Basin, Lower RGV, Mid RGV)
- Three regions met or exceeded the EOY CSI Reading goal of 50% of students growing 2 or more years in reading: Houston (50%); RGV (54%); and Tarrant Co (69%)
- Significant growth in AP qualifying scores (+3 percentage points or more) for Seminar, European History, English Language, Environmental Science, Psychology, Art History, Physics 1, 2-D Art and Design, and Macroeconomics
- CCMR (>90%) and TSI (>95% for the Class of 2025) remain strengths across the organization.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student grade level proficiency on STAAR/EOC remains significantly below the district goal of 60%.
Root Cause: Interventions provided at schools are not consistently including tier 1 interventions and tier 2 grade-level content interventions.

Problem Statement 2 (Prioritized): Students in special education are demonstrating 27% grade level proficiency overall on STAAR, which is 22 percentage points below students not in special education.
Root Cause: Tier 1 interventions and Tier 2 grade-level course interventions are not consistently implemented or are not implemented with high quality in all classrooms.

Problem Statement 3 (Prioritized): Fifty percent of students in kindergarten are advancing to 1st grade below grade level in reading.

Root Cause: Students who are below or significantly below grade level in kindergarten are not receiving the adequate amount or effective reading interventions every day.

Problem Statement 4 (Prioritized): Sixty-two percent of students are not meeting grade level proficiency in mathematics.
Root Cause: Teachers and their managers lack mathematics pedagogical content knowledge and students are not provided adequate opportunities to engage in rigorous mathematical thinking in the classroom.

Problem Statement 5: Thirty-six percent of Emergent Bilingual students showed composite growth on TELPAS.
Root Cause: Teachers lack proficiency in providing language supports to Beginner English speaking students and program/curriculum design does not provide adequate support for building teachers' capacity to teacher Beginners.

District Processes & Programs

District Processes & Programs Summary

District Processes and Programs

Academic Program Model

IDEA operates a standardized structure across mpst campuses, with each campus housing both a K-5 Academy and a 6-12 College Prep school, each supervised by its own principal. The enrollment model is also standard with some deviation due to local context. This model ensures consistent structure, mission, goal, and orientation across the network.

Elementary Program (K-5): IDEA implements a research-driven elementary program that systematically transitions responsibility for learning from teachers to students. The literacy program provides targeted instructional protocols for students in the early grades, ensuring mastery of knowledge and skills required for success in grades 3-5 through a balanced literacy approach. The elementary mathematics program centers on the systematic development of mathematical thinking skills.

Middle School Program (6-8): All students in grades 6-8 participate in a pre-AP course sequence designed to develop the reading, writing, and critical thinking skills necessary for AP scholarship.

High School Program (9-12): All students complete a minimum of 11 AP courses, with options to complete up to 20 courses. High school students participate in English, Mathematics, Science, and Social Studies courses that exceed state assessment requirements. Students also complete a Road to College course focused on developing independence and organizational skills, and participate in school-provided ACT preparation courses.

Professional Development Procedures

The Professional Development Team coordinates learning experiences for all staff members to enhance knowledge and skills, build network-wide connections, and facilitate peer learning and collaboration.

New Employee Development Procedures:

- All new IDEA employees complete organizational and campus onboarding processes
- New teachers attend IDEA's New Teacher Institutes, which are integrated into Beginning of Year (BOY) Professional Development protocols
- All employees complete legally required training modules through our Learning Management Platform throughout the academic year, which ensures accurate tracking and compliance

Ongoing Professional Development Programs:

- IDEA provides comprehensive development programs for Teachers, Assistant Principals, and Principals at the campus level
- Regional-level programs serve Executive Directors and Vice Presidents of Schools
- Specialized programs support aspiring principals and new principals during leadership transitions or the opening of a new campus
- Professional development programming aligns with organizational priorities and strategic initiatives
- Responsive training protocols address identified gaps in professional practice

Leadership Structure and Decision-Making Processes

Regional Leadership Structure: Each IDEA region operates under the supervision of an Executive Director, whose primary responsibility includes ensuring academic, operational, and financial performance across all schools within the region. Executive Directors receive support from both IDEA headquarters teams and regional staff.

Headquarters Support Operations: Headquarters staff provide comprehensive support to schools through coordinated services including fundraising, marketing, communications, enrollment management, operations, finance, hiring, information technology, compliance monitoring, and staff development. Headquarters staff deliver curricular tools and resources under the direction of the Chief Academic Officer.

Compliance Procedures: IDEA's Chief Financial Officer and Chief Human Assets Officer maintain shared responsibility for ensuring compliance with financial and legal obligations. All schools and headquarters teams maintain established procedures for reporting and communicating compliance-related issues.

Data Analytics and Support Systems: IDEA headquarters operates a Data Analytics Team that systematically collects performance data to help leaders assess whether students, schools, and regions are meeting established goals. Headquarters teams utilize this data to provide targeted support and training to campus staff.

Performance Management Procedures

IDEA's commitment to continuous improvement is formalized through a systematic Staff Development Cycle that ensures professional growth is implemented, tracked, and recognized. The cycle consists of three structured rounds:

Round 1: Goal Setting Process (July/August): Staff members and managers participate in structured meetings to establish annual goals and identify high-leverage strategies for goal achievement. Mid-year goal setting procedures accommodate staff members with later hire dates.

Round 2: 2x2 Reflection and Feedback Process (Mid-Year): This structured reflection period includes manager-to-staff feedback on strengths and growth areas, as well as staff self-assessment procedures. Staff members also provide feedback to managers regarding their strengths and areas for growth, with managers completing corresponding self-assessments. Launching principals participate in these meetings to facilitate leadership transitions for both outgoing and incoming management.

Round 3: Annual Performance Review Process (End of Year): Staff members receive comprehensive annual evaluations and participate in career planning discussions with their managers. Staff members who manage others for the first time assume additional responsibilities during the staff development cycle, including participation in Progress Toward Goals (PTGs) and Talent Review processes. The Staff Development Cycle maintains focus on both personal and professional growth objectives.

District Processes & Programs Strengths

Operational Excellence and Process Implementation

IDEA has established comprehensive operational procedures with consistent implementation across the network. Key processes including the Staff Development Cycle, HB1416 compliance protocols, and safety procedures maintain participation rates at or near 100%. This systematic approach to process management ensures network-wide consistency and regulatory compliance.

Safe and Supportive Learning Environment

Survey data demonstrate that stakeholders experience safety and security within IDEA schools. These data reflect the effectiveness of established safety protocols.

Human Capital Stability and Student Persistence

IDEA demonstrates measurable improvement in staff retention. These indicators reflect the effectiveness of professional development systems and workplace culture initiatives.

Attendance and Engagement Outcomes

The district has achieved measurable reductions in chronic absenteeism while simultaneously increasing Average Daily Attendance (ADA). These improvements demonstrate the effectiveness of student engagement strategies and attendance monitoring procedures implemented across all campuses.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There exists a significant misalignment between strategy execution and the achievement of performance objectives. Data from the previous year's District Improvement Plan (DIP) indicate that 25 of 31 strategies (81%) were executed at 100% completion rates. However, as of June 2025, only 20% of performance objectives were successfully met, with final data from one objective still pending review.
Root Cause: Historically, the district's operational focus has prioritized compliance verification and task completion over quality assessment and effectiveness measurement. Current systems lack appropriate instruments to evaluate the level and quality of strategy execution. For example, while the district successfully tracked that every child received tutoring services according to HB1416 requirements, no sy

Problem Statement 2: Key operational components operate without adequate cross-functional integration including, but not limited to the Talent Life Cycle, Enrollment Management, and Finance/Budgeting processes.
Root Cause: The organization's scale and complexity requires cross-functional collaboration for these large-scale systems. However, teams continue operating independently without adequate cross-functional coordination, resulting in fragmented strategy development that lacks comprehensive integration.

Perceptions

Perceptions Summary

IDEA continues to demonstrate improved alignment around our mission and long-term vision, with growing pride and trust across stakeholder groups. Survey, focus group, and engagement data reflect steady progress in key areas: safety, student learning, organizational clarity, and the experience of being part of our schools. Staff engagement trends have improved for the first time in years, and family feedback reflect strong relationships, confidence in academics, and a sense of pride in IDEA.

At the same time, what got us here won't get us where we want to go. We must continue evolving our systems and processes to meet new challenges and the changing needs of our communities. Gaps in attendance, early-grade enrollment, and student persistence, especially among new students, highlight the need to improve onboarding and deepen connections with families from the start. Concerns about front office responsiveness, uneven adherence to attendance systems, and perceptions of psychological safety and staff voice reveal opportunities to strengthen our approach. As we move forward, we must sharpen our communication strategies, reinforce a culture of care and accountability, and invest in relationships that build trust, belonging, and long-term engagement.

Perceptions Strengths

- Consistency in identifying and aligning around org priorities.
- Positive feedback regarding formulation of 2035 plan.
- Staff, Family and Student Survey highlights:
    1. 90% of academy families and 86% of college prep families agree that their children are learning and are being prepared for the next grade level.
    2. 88% of academy families and 84% of college prep families are proud to have their children at IDEA.
    3. 88% of academy families and 86% of college prep families feel welcome at their child's school.
    4. 86% of academy families and 82% of college prep families believe staff at their child's school care about the students.
    5. 78% of students feel that teachers challenge them to do their best.
    6. Staff (84%) and Families (85% academy, 83% college prep) feel safe at IDEA schools.
    7. 82% of staff are proud to say they work at IDEA and are proud of what we accomplish.
    8. Overall improvement (+1%) in the annual employee engagement survey (first time in years we've seen positive trend).
- Chronic absenteeism (-2%) and daily attendance rate (+.5%) improvement for the third consecutive year.
- Over 1,000 positive news stories (met goal) in media across our communities.
- Improvement in staff retention rates (+3.92% YTD) for the second consecutive year.
- Improvement in student persistence rates (+.74% LDOS in May) for the second consecutive year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Daily attendance and chronic absenteeism rates have yet to reach our desired state.
Root Cause: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.

Problem Statement 2: Enrollment in lower grade levels continues to decline year over year.
Root Cause: The absence of a Pre-K program and the high switching costs of families transferring to IDEA after their PK year is a significant barrier to meeting enrollment targets in kindergarten. We have gaps in our engagement and communication strategy with academy families. On average, ~20% of responses to the parent survey consistently indicate an

engagement and communication gap.

Problem Statement 3 (Prioritized): Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress.
Root Cause:
There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Problem Statement 4: Staff retention challenges continue to hinder our ability to deliver consistent and high-quality service, and most importantly instruction, to our students.
Root Cause: We do not have a strong framework to engage and communicate with staff, teachers in particular. Only 58% of teachers feel their leadership team involves them in decisions and 64% believe their leadership team actions match their words. We do not have an effective approach to onboarding that adequately prepares new team members for their role or IDEA culture.

Priority Problem Statements

Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state.

Root Cause 1: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress.

Root Cause 2: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Fifty percent of students in kindergarten are advancing to 1st grade below grade level in reading.

Root Cause 3: Students who are below or significantly below grade level in kindergarten are not receiving the adequate amount or effective reading interventions every day.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student grade level proficiency on STAAR/EOC remains significantly below the district goal of 60%.

Root Cause 4: Interventions provided at schools are not consistently including tier 1 interventions and tier 2 grade-level content interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students in special education are demonstrating 27% grade level proficiency overall on STAAR, which is 22 percentage points below students not in special education.

Root Cause 5: Tier 1 interventions and Tier 2 grade-level course interventions are not consistently implemented or are not implemented with high quality in all classrooms.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Sixty-two percent of students are not meeting grade level proficiency in mathematics.

Root Cause 6: Teachers and their managers lack mathematics pedagogical content knowledge and students are not provided adequate opportunities to engage in rigorous mathematical thinking in the classroom.

Problem Statement 6 Areas: Student Learning

Goals

Goal 1: 70% of students in Kindergarten, 1st Grade, and 2nd Grade meet their growth goal in Reading proficiency

Performance Objective 1: 80% of students are on-track in Reading based on Reading Mastery Transformations Lesson Progress

High Priority

Evaluation Data Sources: Reading Mastery Lesson Progress

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Kindergarten - 2nd grade teachers will demonstrate instructional delivery proficiency through GET 3, which is achieved through training and support in implementing high quality, tier 1 curriculum and DIBELS interventions to provide grade-level instruction and meet the individual needs of each student. Quarter 1: 80% rated at least novice; Quarter 2: 80% rated at least proficient; Quarter 3: 80% rated at least proficient; Quarter 4: 80% rated at least proficient **Strategy's Expected Result/Impact:** Teachers will be prepared to teach high quality reading instruction. **Staff Responsible for Monitoring:** APIs, DIPMs, National Early Childhood Team **Problem Statements:** Student Learning 3			
No Progress · Accomplished · Continue/Modify · Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Fifty percent of students in kindergarten are advancing to 1st grade below grade level in reading. **Root Cause**: Students who are below or significantly below grade level in kindergarten are not receiving the adequate amount or effective reading interventions every day.

Goal 1: 70% of students in Kindergarten, 1st Grade, and 2nd Grade meet their growth goal in Reading proficiency

Performance Objective 2: 70% of students meet their growth goal on DIBELS

High Priority

Evaluation Data Sources: DIBELS Progress Monitoring Probes
Middle of Year DIBELS, End of Year DIBELS

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Progress monitoring occurs for students well below and below benchmark at least 11 times during the year and occurs for students at or above benchmark at least 6 times during the year. **Strategy's Expected Result/Impact:** Students well below and below benchmark will reach at or above benchmark by the end of the year. Students at or above benchmark will make adequate yearly progress. **Staff Responsible for Monitoring:** APIs, DIPMs, National Early Literacy team **Problem Statements:** Student Learning 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: All schools will implement MTSS Grade Team meetings that include discussions of students at risk of not meeting their growth goal and intervention approaches used to close reading gaps. **Strategy's Expected Result/Impact:** Students who are not reading at grade level will increase in reading proficiency to end the year at grade level. **Staff Responsible for Monitoring:** APIs, principals, VPs of Schools, EDs, Area Superintendents, Chief Academic Officer **Problem Statements:** Student Learning 3			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Fifty percent of students in kindergarten are advancing to 1st grade below grade level in reading. **Root Cause**: Students who are below or significantly below grade level in kindergarten are not receiving the adequate amount or effective reading interventions every day.

Goal 1: 70% of students in Kindergarten, 1st Grade, and 2nd Grade meet their growth goal in Reading proficiency

Performance Objective 3: 70% of students meet their growth goal in at least 50% of K-2 grade levels across Texas

High Priority

Evaluation Data Sources: DIBELS Progress Monitoring Probes
Middle of Year DIBELS, End of Year DIBELS

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Campus leader training includes strategies for Amplify system data analysis to identify students in need of intensive interventions. **Strategy's Expected Result/Impact:** Campus leaders will have the knowledge and skills to coach teachers' effective use of data to group students for interventions. **Staff Responsible for Monitoring:** Principals, VPs of Schools, National Early Childhood team **Problem Statements:** Student Learning 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Grade Team Leads are trained and coached to implement MTSS progress monitoring cycles to identify students who are making progress, students who are not, and determine if students need to be referred for testing. **Strategy's Expected Result/Impact:** Students will make progress toward grade level reading proficiency. Students in need of additional support will receive that support in a timely manner. **Staff Responsible for Monitoring:** APIs, Grade Team Leads, Principals, VPs of Schools, Chief Academic Officer **Problem Statements:** Student Learning 3			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Fifty percent of students in kindergarten are advancing to 1st grade below grade level in reading. **Root Cause**: Students who are below or significantly below grade level in kindergarten are not receiving the adequate amount or effective reading interventions every day.

Goal 2: District Earns an A

Performance Objective 1: STAAR Meets performance is 41% for 3rd, 4th & 5th Mathematics

High Priority

Evaluation Data Sources: Unit Assessments on Locus Dashboard
TEA IAs twice a year
Student Master Reports throughout the year

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Third through 5th grade math teachers will demonstrate instructional delivery proficiency through GET 3, which is achieved through training and support in implementing high quality, tier 1 curriculum to provide grade-level instruction and meet the individual needs of each student. Quarter 1: 80% rated at least novice; Quarter 2: 80% rated at least proficient; Quarter 3: 80% rated at least proficient; Quarter 4: 80% rated at least proficient **Strategy's Expected Result/Impact:** By doing weekly monitoring of our GET data for teachers in 3-5th, we will be able to intervene early in the year and determine what training needs teachers will need to be proficient on GET 3, and ultimately students will see gains and mastery on unit assessments and our IAs. **Staff Responsible for Monitoring:** The Deputy Sup | Chief Schools Officer, Area Superintendents, EDs, VPs of Schools, Principals and APIs are all monitoring the GET data for teachers on a weekly basis. The Chief Academic Officer and the curriculum team is also monitoring the GET data to look for trends to guide teacher and leader training. And the Talent Team is also monitoring the data to ensure data accuracy and also looking for trends. **Problem Statements:** Student Learning 1, 4			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: 100% of 3-5th grade math coaches will attend Bluebonnet Math introductory training. **Strategy's Expected Result/Impact:** By monitoring and ensuring our math coaches are attending our newly adopted Bluebonnet Math curriculum is important because in order to coach effectively, coaches must understand the curriculum and therefore have the impact of GET proficiency for teachers and student mastery on unit assessments. **Staff Responsible for Monitoring:** The 3-5th grade math curriculum managers and Math Director will monitor attendance at the Bluebonnet Math introductory training. **Problem Statements:** Student Learning 1, 4			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 3: 100% of math coaches at D/F schools will attend at least 3 math trainings. **Strategy's Expected Result/Impact:** The expected result and impact is more proficient math coaches and coaching for math teachers are our failing schools, and higher mastery of skills by students. **Staff Responsible for Monitoring:** The math curriculum team and Math Director will monitor attendance at the Bluebonnet Math introductory training. **Problem Statements:** Student Learning 1, 4			
No Progress · Accomplished · Continue/Modify · Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student grade level proficiency on STAAR/EOC remains significantly below the district goal of 60%. **Root Cause**: Interventions provided at schools are not consistently including tier 1 interventions and tier 2 grade-level content interventions.
Problem Statement 4: Sixty-two percent of students are not meeting grade level proficiency in mathematics. **Root Cause**: Teachers and their managers lack mathematics pedagogical content knowledge and students are not provided adequate opportunities to engage in rigorous mathematical thinking in the classroom.

Goal 2: District Earns an A

Performance Objective 2: Meets performance on STAAR for students in Special Education compared to students not in Special Education will be no more than a 17-percentage points difference

Evaluation Data Sources: Unit Assessments on Locus Dashboard
TEA IAs twice a year
Student Master Reports throughout the year

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Special Education Teachers will demonstrate instructional planning proficiency through GET 1C & 1D, which is achieved though district training and coaching using the Guidepost for Excellent Teaching rubric. Quarter 1: 80% rated at least novice; Quarter 2: 80% rated at least proficient; Quarter 3: 80% rated at least proficient; Quarter 4: 80% rated at least proficient **Strategy's Expected Result/Impact:** The intended impact on monitoring GET 1C and 1D for special education teachers is to ensure they are fully prepared to meet student's IEP goals and objectives, and increase the likelihood of students achieving approaches, meets and masters at higher levels. **Staff Responsible for Monitoring:** Teacher managers will monitor this data. The regional and national Special Programs team will monitor for both regional and national trends. **Problem Statements:** Student Learning 2			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Quarterly audits will take place to ensure 100% of students in special education are receiving documented accommodations on classwork and assessments **Strategy's Expected Result/Impact:** The intended impact is to ensure our students are getting their IEP accommodations so that they are successful on classwork and assessments. **Staff Responsible for Monitoring:** Regional VPs and Directors of Special Programs, special education teacher managers are responsible for monitoring the data, as well as the national special programs team. **Problem Statements:** Student Learning 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students in special education are demonstrating 27% grade level proficiency overall on STAAR, which is 22 percentage points below students not in special education. **Root Cause**: Tier 1 interventions and Tier 2 grade-level course interventions are not consistently implemented or are not implemented with high quality in all classrooms.

Goal 2: District Earns an A

Performance Objective 3: 70% of students who did not pass ELA or Math will earn Approaches

Evaluation Data Sources: Unit Assessment Data
TEA IAs twice a year
Student Master Report
HB1416 Dashboard for ADA

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Students who did not pass STAAR/EOC will complete 100% of the required Accelerated Instruction minutes by the end of Quarter 3. **Strategy's Expected Result/Impact:** By having the goal of all 30 required hours of ELA and/or Math complete by Q3 will ensure students are getting their intervention time well before STAAR testing and ensure immediate remediation. **Staff Responsible for Monitoring:** All principals, VPs of Schools, EDs, Area Supes, and Deputy Superintendent | Chief Schools Officer will monitor this data. Sr. VP of School Development Cassandra Flores is our point person for HB1416 and will also monitor this data weekly to ensure all schools are on track to achieve monthly targets. **Problem Statements:** Student Learning 1			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Teachers are trained, coached, and supported to implement high quality intervention for students who did not pass STAAR ELA and Math, as part of the Accelerated Instruction required minutes **Strategy's Expected Result/Impact:** The expected impact is to ensure teachers are not only training on Tier 1 high quality instructional materials, but also on highly effective interventions in ELA and Math so that they are prepared and effective during intervention to increase student mastery. **Staff Responsible for Monitoring:** Principals are responsible for monitoring the GET data to ensure teachers are receiving feedback and grow in their teaching skills to increase proficiency. Deputy Supe | Chief Schools Officer, Area Supes, EDs, and VPs of Schools will also monitor this data regularly. **Problem Statements:** Student Learning 1			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student grade level proficiency on STAAR/EOC remains significantly below the district goal of 60%. **Root Cause**: Interventions provided at schools are not consistently including tier 1 interventions and tier 2 grade-level content interventions.

Goal 3: Increase Staff Retention

Performance Objective 1: 85% retention of all full-time staff members in the Austin region

Evaluation Data Sources: Locus staff retention dashboard - updated daily

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Upward feedback from staff using listening tours, pulse check surveys, and exit survey analysis **Strategy's Expected Result/Impact:** Higher engagement and retention of staff leading to greater stability in our classrooms and campuses and increased student outcomes **Staff Responsible for Monitoring:** Andrea Casiano, Austin Regional Director of Talent			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Manager professional development aligned to our Leadership Competencies to strengthen the work environment for our employees **Strategy's Expected Result/Impact:** Higher staff satisfaction and productivity amongst our staff members leading to improved performance and higher student outcomes. **Staff Responsible for Monitoring:** Andrea Casiano, Austin Regional Director of Talent			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Increase Staff Retention

Performance Objective 2: 73% retention of new manual trade staff

Evaluation Data Sources: Locus staff retention dashboard - updated daily

Strategy 1 Details	Reviews		
Strategy 1: Investment in compensation to remain competitive in labor markets **Strategy's Expected Result/Impact:** Lower turnover and greater stability leading to more consistent operational performance at our campuses. **Staff Responsible for Monitoring:** Jen Meer, Senior VP of Compensation & Benefits	**Formative**		**Summative**
	Nov	**Mar**	**July**

Strategy 2 Details	Reviews		
Strategy 2: Improvements to onboarding of manual trade staff including resources, training, and oversight of implementation **Strategy's Expected Result/Impact:** Lower turnover and higher productivity amongst our newest employees in the manual trades **Staff Responsible for Monitoring:** Ben Bracher, Onboarding Manager- Operations	**Formative**		**Summative**
	Nov	**Mar**	**July**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Increase Staff Retention

Performance Objective 3: 90% of Full Time, First Year Staff Persist Through First 90 Days

Evaluation Data Sources: Locus staff retention dashboard - updated daily

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Improved resources, additional onboarding centralization and automation to ensure a more consistent experience of our new staff **Strategy's Expected Result/Impact:** Higher productivity and lower turnover of our newest staff members leading to increased student outcomes **Staff Responsible for Monitoring:** Julian Toscano, Onboarding Manager			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Fidelity of implementation by managers of our onboarding plans and ongoing support for new staff **Strategy's Expected Result/Impact:** Higher productivity and lower turnover of our newest staff members leading to increased student outcomes **Staff Responsible for Monitoring:** Julian Toscano, Onboarding Manager			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: 94.8% Average Daily Attendance

Performance Objective 1: IDEA will achieve a 94.8%* annual attendance rate for the 25-26 school year

Evaluation Data Sources: ADA dashboard.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: All campuses implement and execute an effective daily ADA huddle, focusing on actions that drive outcomes and improve chronic absenteeism for individual students. **Strategy's Expected Result/Impact:** Daily ADA huddles create a consistent rhythm of review and action that lifts day-to-day attendance and sustains it through key moments (first 20 days, after weekends and holidays). Campuses respond faster when trends slip, clear barriers earlier, and reinforce habits that keep students in class--driving steady, week-over-week ADA improvement across all regions and a stronger finish at year end. **Staff Responsible for Monitoring:** National - COO, VP of Regional Ops and Sr. Director of Ops Leader Development responsible for drafting strategy, monitoring and collaborating with national schools team partners (CSO and Area Sups). Regional - EDs and RDOs responsible for monitoring, coaching and accountability to proficient ADA huddles. Campus - Principals partner with APOs to execute proficient ADA huddles. **Problem Statements:** Perceptions 1, 3			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Goal 4: 94.8% Average Daily Attendance

Performance Objective 2: 100% of IDEA TX regions show growth in ADA from EOY 24-25 to EOY 25-26

Evaluation Data Sources: ADA dashboard.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Regional Directors of Operations (RDOs) execute a quarterly ADA intervention with low performing schools in their portfolio. Intervention action steps are tracked and monitored at each campus. **Strategy's Expected Result/Impact:** Quarterly RDO interventions give low-performing campuses focused support and tight follow-through. With clear action steps tracked at each campus, teams course-correct earlier, sustain day-to-day attendance gains through key periods, and close gaps within each region--resulting in consistent, year-over-year ADA improvement in every Texas region. **Staff Responsible for Monitoring:** National - PEA (persistence, enrollment and attendance) leaders develop tiered support system, train regions and monitor for execution. Regions - EDs support and hold RDO accountable to execute interventions. VPs of Schools contribute through intervention process and hold Principals accountable to ADA system improvement. **Problem Statements:** Perceptions 1, 3			
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/ breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Goal 4: 94.8% Average Daily Attendance

Performance Objective 3: IDEA TX will reduce cumulative chronic absenteeism by 2% for the 25-26 school year.

High Priority

Evaluation Data Sources: Chronic absenteeism dashboard.

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><th colspan="2">Formative</th><th>Summative</th></tr>
<tr><th>Nov</th><th>Mar</th><th>July</th></tr>
<tr><td>Strategy 1: Campus stakeholders receive training on Tier 2 and Tier 3 interventions, resources (such as AIS), and internalize state requirements around credit and instructional make-up time to ensure students receive required instructional time through the year.
Strategy's Expected Result/Impact: With AIS and the escalation matrix used consistently to flag, track, and follow through on student-level interventions, campuses identify at-risk students earlier and act faster. Training on Tier 2/3 practices and make-up time requirements creates a common approach, so supports are timely, documented, and sustained. Students regain required instructional time, stay on track for credit, and re-engage sooner--resulting in fewer students progressing into chronic absenteeism and more successful recoveries after absences.
Staff Responsible for Monitoring: National: PEA (persistence, enrollment and attendance) leaders develop tiered support system, train regions and monitor for execution. In addition, Operations, SIS and Academic Services teams collaborate on clear and timely roll-out of training and communication regarding credit and make-up time. This group also monitors implementation of plan.

Regional: EDs, VPs, RDOs monitor, coach and hold campuses accountable to implementation of interventions for chronically absent students.

Campuses: Principals and APOs implement strategies and use tools provided to execute interventions for chronically absent students.

Problem Statements: Perceptions 1, 3</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/ breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.

Perceptions
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Goal 4: 94.8% Average Daily Attendance

Performance Objective 4: IDEA Texas achieves a 90% or higher average teacher submission compliance rate for the 25-26 school year.

Evaluation Data Sources: Teacher submission compliance dashboard.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Teachers are trained on how to accurately submit attendance on time daily and their submissions are tracked on the attendance dashboard for district visibility. Assistant Principals of Operations (APOs) and Principals hold teachers accountable to submit accurate, on time attendance daily. **Strategy's Expected Result/Impact:** Accurate, on-time submissions become a daily habit, giving campuses reliable, real-time attendance data. Dashboards surface gaps immediately, so missing or incorrect entries are corrected the same day and classrooms stay aligned to campus operating routines. With clear accountability from APOs and Principals, errors and rework decline, reconciliation is faster, state reporting is cleaner, and day-to-day attendance trends are steadier across regions. **Staff Responsible for Monitoring:** National: Ops and schools teams monitor. COO and CSO hold regions accountable. Regions: EDs, VPs and RDOs monitor and hold campuses accountable for accurate and timely submissions. Campuses: SIS/Registrars monitor and partner with APO to address. APOs and Principals monitor and hold teachers accountable. **Problem Statements:** Perceptions 1			
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/ breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.

Goal 5: Increase Student Persistence

Performance Objective 1: Reduce Culture Leavers by 10%

Evaluation Data Sources: Student Persistence Dashboard

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Schools are using Positive Behavioral Interventions and Supports (PBIS) Rewards with fidelity (90% of schools) **Strategy's Expected Result/Impact:** Increase student belonging and decrease the number of families who leave due to culture reasons. **Staff Responsible for Monitoring:** Student Support Services will monitor at the national level. Regional Student and Family Managers will monitor at the regional level. School Counselors and Principals will monitor at the campus level. **Problem Statements:** Perceptions 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Leverage MTSS operating mechanisms to identify at risk students (mission-list) and determine intervention (as documented in Purple). **Strategy's Expected Result/Impact:** Students struggling with behavior are identified and interventions are put in place to ensure they feel a sense of belonging. Parents feel supported by the school and stay at IDEA. **Staff Responsible for Monitoring:** Student Support Services will monitor at the national level. Regional Student and Family Managers will monitor at the regional level. School Counselors will monitor at the campus level. **Problem Statements:** Perceptions 1			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 3: Train teachers, counselors, Grade Team Leads, and Campus Lead Team on developmentally appropriate, trauma-informed disciplinary practices **Strategy's Expected Result/Impact:** Teachers and campus leaders can identify the root causes for student behavior and provide appropriate interventions. **Staff Responsible for Monitoring:** Student Support Services will monitor at the national level. Regional Student and Family Managers will monitor at the regional level. School Counselors and Principals will monitor at the campus level. **Problem Statements:** Perceptions 3			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Goal 5: Increase Student Persistence

Performance Objective 2: 76.9% of new students will persist through the 25-26 school year and come back for the 26-27 school year.

High Priority

Evaluation Data Sources: Student Persistence Dashboard.

Strategy 1 Details	Reviews		
Strategy 1: Train and monitor execution of mandatory New Student and Family Experiences during critical windows. **Strategy's Expected Result/Impact:** Students and families understand the school expectations, feel valued as members of the community, and feel confident participating in 2 way communication with the school. **Staff Responsible for Monitoring:** Student Support Services will monitor at the national level. Regional Student and Family Managers will monitor at the regional level. School Counselors and Principals will monitor at the campus level. **Problem Statements:** Perceptions 3	**Formative**		**Summative**
	Nov	**Mar**	**July**

Strategy 2 Details	Reviews		
Strategy 2: National, regional, and campus teams have a specific target around increasing New Student Persistence. **Strategy's Expected Result/Impact:** All teams feel accountable for ensuring all new families are effectively onboarded. **Staff Responsible for Monitoring:** Student Support Services will monitor at the national level. Regional Student and Family Managers will monitor at the regional level. School Counselors and Principals will monitor at the campus level. **Problem Statements:** Perceptions 3	**Formative**		**Summative**
	Nov	**Mar**	**July**

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

Goal 5: Increase Student Persistence

Performance Objective 3: Reduce K-2 departures by 10%.

Evaluation Data Sources: Student Persistence Dashboard

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 1: Train all K-2 teachers in developmentally appropriate practices each quarter. **Strategy's Expected Result/Impact:** Teachers create a welcoming learning environment for their students. Student participate in joyful and engaging lessons that results in an increase in their achievement. **Staff Responsible for Monitoring:** Student Support Services will collaborate with the Early Childhood team to design teacher trainings. Regional VPs of School and/or Directors of Academics will will monitor facilitation at the regional level. Principals and APIs will coach teachers to implement DAP and monitor through GET ratings. **Problem Statements:** Perceptions 1, 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 2: Refine K-2 family communication protocols and train leaders to execute on their campus. **Strategy's Expected Result/Impact:** K-2 families will be provided with regular updates about their children's academic performance and social development. They will participate in 2 way communication with teachers and the school. **Staff Responsible for Monitoring:** Student Support Services develop communication protocols and design the training for teachers and campus leaders. Regional VPs of School and/or Directors of Academics will will monitor facilitation of training at the regional level. Campus lead teams (including counselors) will ensure families receive regular updates aligned to the communication protocols. **Problem Statements:** Perceptions 1, 3			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	July
Strategy 3: Leverage MTSS operating mechanisms to identify at-risk K-2 students and act based on student data (as documented in Purple). **Strategy's Expected Result/Impact:** Students who are struggling academically, behaviorally, or with attendance are identified. Targeted interventions are implemented. Students experience academic progress, reduce undesirable behaviors, and come to school every day. **Staff Responsible for Monitoring:** Student Support Services team along with Regional Student and Family Mangers will monitor Purple documentation and advise counselors on appropriate interventions. **Problem Statements:** Perceptions 1, 3			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Daily attendance and chronic absenteeism rates have yet to reach our desired state. **Root Cause**: While attendance and chronic absenteeism are improving, our progress is hindered from a lack of adherence to executing district attendance procedures and fully implementing the attendance intervention software. Days around holidays/ breaks, the last weeks of school and scheduled half days have large attendance gaps because parents perceive there is little to no learning happening on those days.
Problem Statement 3: Challenges in persisting students, new students in particular, are negatively impacting enrollment and academic progress. **Root Cause**: There is a gap in school culture and sense of belonging that impacts students' desire to go to school and stay with IDEA. 24% of students indicate they are almost never/never excited to go to school and only 68% report feeling safe at school. We do not have an adequate onboarding plan for new students and families and it hinders our ability to develop strong, trusting relationships.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Total SCE Funds: 105,407,912

Title I Personnel

Name	Position	Program	FTE
JACQUELINE DANIEL	FAMILY ENGAGEMENT MANAGER - STATEWIDE	Parent & Family Engagement	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Addendums

IDEA Headquarters
2115 W. Pike Blvd.
Weslaco TX, 78596

Standard Operating Procedure

Safety and Security

SOP Title	Campus Security Personnel Roles & Responsibilities
SOP ID	SEC 25.1
Version	Initial Version
Effective Date	08.01.2025
Review Date	Annually
Author(s)	George Whatley, Asst. Director of Safety & Security
Approver(s)	Jorge P. Chipres, Mng. Director of Safety & Security

PURPOSE

Clearly state the objective of this procedure. Why is it being done? What outcome does it aim to achieve?

To establish consistent and district-wide expectations for contracted security personnel assigned to IDEA Public Schools campuses. This SOP supports a secure learning environment by defining the daily duties, performance standards, and communication protocols expected of all campus based security staff.

SCOPE

Define who, what, when, and where this procedure applies. What are its boundaries?

This SOP applies to all contracted campus security personnel stationed at IDEA Public Schools during the regular school day and any after-hours events as assigned. It also informs campus leaders, regional leaders, and national leaders of the standard duties and procedures for campus security.

DEFINITIONS (Optional)

List and define any key terms, acronyms, or jargon used in the SOP that might not be universally understood.

NA

RESPONSIBILITIES

Outline who is responsible for what actions within this procedure.

Contracted Officers

A. General Duties
- Provide visible campus security presence through continuous patrols and access control checks.
- Monitor and secure campus perimeter, gates, parking lots, and all exterior doors.
- Support campus arrival and dismissal procedures by observing traffic flow and ensuring student safety.
- Maintain radio communication with the Emergency Response Team.
- Complete required incident reports for any emergencies, unusual occurrences, or significant events, and submit to APO, and Blue Armor before the end of shift.

B. Designated Patrol Zones
Security personnel are expected to regularly assess both internal and external campus areas in alignment with campus safety needs.

C.Officers must not:
- Engage with students refusing to follow teacher directions
- Escort students to class
- Break up student arguments or fights
- Respond to Student Code of Conduct violations

Safety & Security Department:
- Sets and updates SOPs and expectations.
- Evaluates contractor and Officer's performance.
- Acts as the liaison between the Blue Armor and IDEA Public Schools.

Assistant Principal of Operations (APO):
- Acts as the campus point of contact.
- Conducts daily check-in/check-out with security personnel.
- Ensure duty expectations are met and reports out vacant shift coverage to the Safety & Security Team.

Campus Crisis Team (CCT):
- Collaborates with security officer during drills and emergencies.
- Notifies security officer of on-campus threats.

RELATED DOCUMENTS / REFERENCES

List any other documents, forms, policies, or external references that are relevant to this SOP.

NA

PROCEDURE

Provide clear, step-by-step instructions for performing the procedure. Use numbered lists. Be precise and avoid ambiguity.

1.Emergency and Law Enforcement Interface

• Immediately notify local law enforcement and activate emergency protocols during critical incidents (e.g., intruders, weapons threats).
• Work collaboratively with campus emergency teams during drills and live emergencies.
• Security personnel must be equipped with communication tools that ensure access to vendors, campus teams, and emergency responders.

2.Engagement During Arrival and Dismissal

• Support safety at drop-off and pick-up zones by:
o Guiding families and students safely.
o Communicating observed concerns with campus administration.
o Acting as a visible deterrent to unsafe or criminal behavior.

3.Campus Expectations

• Maintain professional conduct and serve as a role model to students, staff, and families.
• Mobile Duties Only: Officers must remain mobile throughout their shift. Security personnel will not be assigned to static posts such as cafeteria or hallway duty.
• Not a Disciplinary Role: Officers do not investigate or enforce student code of conduct violations. Student discipline remains the responsibility of campus administrators.
• Officers must not be used to intimidate students. They are expected to promote a safe and welcoming campus climate.

4.Uniform, Equipment, and Conduct Standards

All campus security personnel must adhere to the following appearance and professionalism expectations to maintain a consistent and professional presence at IDEA Public Schools:
• Security personnel must wear the official agency-issued uniform at all times while on duty. Uniforms must be clean, presentable, and consistent with the agency's standards.
• A visible ID badge must be worn on the outermost layer of clothing at all times.
• Officers must carry all required equipment, including a functioning two-way radio and any assigned keys or access devices.
• Officers must maintain a courteous, respectful, and approachable presence when interacting with students, staff, and families.
• Use of personal phones or electronic devices should be limited to break times unless used for official communication or emergency purposes.
• Officers may not sit in personal or agency vehicles during duty hours unless accessing necessary work-related equipment or taking brief, approved hydration or meal breaks. Vehicles must be parked in high-visibility locations, where applicable.

5.Reporting & Documentation

• Submit incident reports to APO, and Blue Armor the end of each shift when applicable.
• Log and report all perimeter sweeps conducted during the shift.
• Notify the Blue Armor of any change in personnel assignment at least 24 hours in advance; emergencies must be communicated no less than 1 hour before shift start.

6.Communication Protocols

• Campus-Level: Security personnel report to the campus APO or their designee.
• District-Level: All programmatic communications and modifications are coordinated by the IDEA Safety & Security Department.
• Contractor Communication: All direct contractor concerns or schedule adjustments are to be managed by the Safety & Security Department, not individual campuses.

PROCEDURE

Provide clear, step-by-step instructions for performing the procedure. Use numbered lists. Be precise and avoid ambiguity.

7.Technology Requirements

• Personnel must:
o Carry assigned radios and return them at the end of each shift.
o Use approved technology tools to stay informed and connected with campus and district safety systems.

8.Additional Assignments and After-Hours Coverage

• Special event coverage outside of regular duty hours may be requested with a minimum two week notice.
• Requests must go through the Safety & Security Department for vendor coordination.
• Approved after-hours support will be billed monthly to the campus.

9.Performance Evaluation & Compliance

• The duties outlined herein represent the minimum expectations for performance.
• IDEA Public Schools reserves the right to amend duties to meet evolving security needs. All changes will be communicated one week in advance.
• Services may not begin without a valid Purchase Order (PO). The contractor must not assign personnel or perform duties without a PO issued by IDEA Public Schools.

10.Compliance with Texas Senate Bill 133 (SB 133)

In accordance with Texas Senate Bill 133, all peace officers assigned to IDEA Public Schools must follow strict use-of-force limitations when interacting with students in 5th grade and below:
• Peace officers shall not use physical restraint on students in 5th grade or below unless the student poses an immediate threat of harm to themselves or others.
• The use of chemical irritants (e.g., pepper spray) or conducted energy devices (e.g., Tasers) is strictly prohibited on students in 5th grade or below under any circumstance.
• Officers must always attempt non-physical interventions and de-escalation techniques first, including calm verbal communication, presence, and body language.

11.Active Shooter Response Training Requirement

In accordance with Texas Education Code § 37.0812, all school district peace officers and school resource officers assigned to IDEA Public Schools must complete a TCOLE-approved Active Shooter Response Training program at least once every four years.
Requirements:
• Training must be approved by the Texas Commission on Law Enforcement (TCOLE). Examples include ALERRT Level I or other state-approved tactical response courses.
• Officers must complete this training once every four years, as required by law.
• Blue Armor must maintain current documentation of officer certifications and provide proof of compliance upon request by IDEA's Safety & Security Department
• Officers who have not met this requirement may not be assigned to an IDEA campus until compliant documentation is submitted and verified.

PROCESS MAP

Insert a flowchart or process diagram here to visually represent the procedure's workflow. This can enhance understanding for complex processes.

NA

REVISION HISTORY

Version	Date	Author(s)	Description of Changes
Initial	07.11.2025	George Whatley	Initial Version