

Dallas Independent School District
382 Innovation, Design, Entrepreneurship Academy At J.W. Fannin
2023-2024 Campus Improvement Plan



Mission Statement

Innovate to impact the world around us.

Vision

Our vision is to be a community of innovators graduating college and career ready, entrepreneurs who have passion, empathy, and purpose.

Core Beliefs

Our focus on personalized learning taps into each student's strengths, needs and interests.
We create learners who are Bold, Resilient, Articulate, Community Focused, and Self Driven.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Innovation Design Entrepreneurship Academy is a DISD School of Choice high school that opened in Fall 2015. We serve grades 9 through 12 but with an additional parameter, we do not have a traditional attendance zone. Our students come from every attendance zone in Dallas and are able to apply for enrollment without any admission standard that a traditional magnet high school would have. Our pathway focuses on creating an Entrepreneurship experience that leads to multiple industry certifications and internship opportunities at the junior and senior levels. As for instruction, we work on providing a personalized learning model in every classroom.

We work with our parents alongside community and local business leaders through our Foundations / SBDM / PTSA groups to support and improve the programs and initiatives listed in our CIP for the current school year.

Through discussions with our stakeholders, we ensure the needs and wants of our special programs are met. This includes our Honors, CTE, ELL, Title I, AP, Dual Credit, and Fine Arts Programs.

For student behavior, we use restorative practices to handle low-level behavioral issues, which decreases the number of discipline referrals and DEAP Referrals. Since suspensions have also been removed, this allows our campus to focus on resetting a students behavior in the moment to decrease lost instructional time.

Our average class size goal is 15 students per classroom.

Below is our Student race/ethnicity data:

We currently have 193 students : 5.2% White; 24.4% African-American; 66.3% Hispanic; 2.1% Asian; 2.1% Multi-Race (Source: My Data Portal)

Out of our 193 students, 90 (47%) are Emerging Bilingual students (Source: Powerschool)

We currently have 37 students (19%) in Sped (Source: Easy IEP).

Demographics Strengths

We have been able to support and maintain our low student-to-teacher ratios in classrooms. This allows the personalized learning model to be implemented at a higher fidelity than at 382 Innovation, Design, Entrepreneurship Academy At J.W. Fannin
Generated by Plan4Learning.com

a 30 to 1 ratio.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a disproportionate number of Low SES students and nearly 20% SPED population **Root Cause:** The campus is realigning pathways, programming, and messaging to increase enrollment across all demographics instead of a PL-focused option.

Student Learning

Student Learning Summary

Following data is from MyData Portal:

For **English I**, Common Assessments and ACP ranged from 42%-61% Did Not Meet, 17%-50% Approaches, 16%-40% Meets and 0%-12% Masters. Preliminary STAAR scores are as follows: 28% Did Not Meet, 22% Approaches, 41% Meets and 9% Mastery.

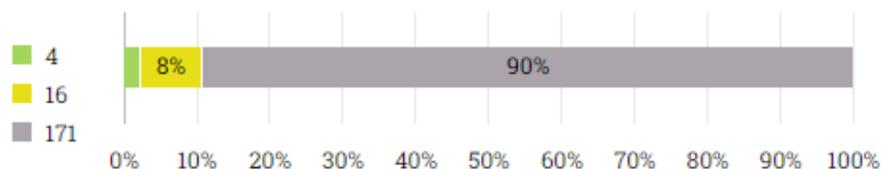
For **English II**, Common Assessments and ACP ranged from 42%-68% Did Not Meet, 8%-29% Approaches, 3%-25% Meets and 0%-12% Masters. Preliminary STAAR scores are as follows: 30% Did Not Meet, 23% Approaches, 44% Meets and 2% Mastery.

For **U.S. History**, ACP scores were 44% Did Not Meet, 44% Approaches, 6% Meets and 6% Masters. Preliminary STAAR scores are as follows: 2% Did Not Meet, 28% Approaches, 42% Meets and 28% Mastery.

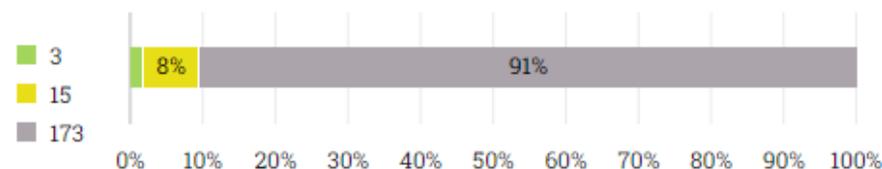
For **ALG I**, Preliminary STAAR scores are as follows: 27% Did Not Meet, 73% Approaches, 27% Meets and 11% Mastery.

From DISD CCR Report Dashboard:

ELAR TSIA2



MATH TSIA2



The following statement is from PowerSchool SMS:

Advanced Course enrollment: 20% of the student population is enrolled in an AP or ONRAMPS course

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students enrolled in English I and English II have not scored at the level of proficiency that we would like to see. **Root Cause:** Teachers need to be trained in identifying high-risk students and providing correct interventions to ensure success on formal assessments.

Problem Statement 2 (Prioritized): Students are performing low on TSI Assessments, and 90% of the testing population is not meeting TSI "MET" standard **Root Cause:** Students are testing later in their senior year, instead of immediately after English III and ALG II courses are completed.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

All EOC Teachers use all District provided curriculum and instructional resources when planning in PLCs.

Professional Development

Professional Development has been designed with teacher input from surveys, conversations, and school-wide data.

Leadership & decision-making processes

School leadership met with targeted groups before making campus-wide decisions. Meetings with student groups, parent groups, department chairs, and campus staff and faculty were all contacted throughout the school year,

Communication

Weekly S'mores were sent out to the community to inform upcoming events, changes in scheduling, and campus priorities. An additional weekly S'more was sent to campus staff with more detailed information for the upcoming week.

Organization & context

Scheduling

The campus is on the District A/B Schedule with alternating A/B on Fridays. We will run an eight-period schedule, four periods each day. The advisory period will be an extension on the 2nd and 5th periods when necessary.

Support Services

Counseling Services, Dyslexia Teacher, College Access Provider, Psychological Services,

Extracurricular/co-curricular opportunities

All Students were self-selected into weekly extracurricular clubs that met every Friday morning. All students are in academic and non-academic clubs.

Technology integration/plan

The campus is a one-on-one laptop campus. All students are assigned a device when they arrived on campus and allowed to take home for the entire instructional year

School Processes & Programs Strengths

The campus minimized device downtime by having on-campus technology support.

Teacher participation in Professional Development increased due to teacher agency in the planning process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have not been able to put together a solid CTE mentoring program for our upper class men. **Root Cause:** Realignment of the campus CTE pathway has put our upper-class level course on hold for the 22-23 school year.

Problem Statement 2 (Prioritized): 100% of staff and students need to be actively involved in all extracurricular activities during the instructional day. **Root Cause:** Students and staff need to be matched to activities so they all have 100% buy-in.

Perceptions

Perceptions Summary

The survey, interview, and focus group invitations were sent out on all IDEA Social Media Platforms.

DISD Parent Survey for IDEA:

School	2023 Number of Respondents	2023 Percent Positive (all items)	2023 Percent Positive (school-related items)	2022 Number of Respondents	2022 Percent Positive (all items)	2022 Percent Positive (school-related items)
IDEA	69	94.7	96.3	82	84.9	86.3

2023 Parent Survey Results: 69 Respondents, 94.7% Positive on all items, and 96.3% positive on school-related items



Summary

Topic Description

Results

Comparison

Classroom Climate

Perceptions of the overall social and learning climate of the classroom.

91%

▲ 18

since last survey

76%

DALLAS ISD

76%

OTI (REGION I)

Engagement

How attentive and invested students are in class.

79%

▲ 29

since last survey

58% DALLAS ISD

57% OTI (REGION I)

Pedagogical Effectiveness

Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.

90%

▲ 18

since last survey

79% DALLAS ISD

79% OTI (REGION I)

Rigorous Expectations

How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.

89%

▲ 18

since last survey

77% DALLAS ISD

79% OTI (REGION I)

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

86%

▲ 17

since last survey

72% DALLAS ISD

72% OTI (REGION I)

362 responses

The IDEA Experience - At Innovation, Design, Entrepreneurship Academy, we utilize personalized learning to tailor instruction to each individual student's needs while surrounding them with mentors and staff that encourage student agency and align instruction with students' passions. Utilizing small groups, technology, projects, and design challenges, our teachers create an engaging environment that encourages creative thinking and design.

IDEA's Entrepreneurship Pathway - Our Entrepreneurship pathway allows students to develop the business and design skills required to create opportunities to impact the world around us. Whether it is a business idea or a social cause, IDEA allows students to develop design, communication, and entrepreneurial skills to create real-world solutions. All students prepare to participate in internship opportunities beginning their junior year, and our staff strives to embed habits of entrepreneurship into all classes, ensuring the students of today become the innovators of tomorrow.

Community partnerships are part of our CTE pathways when it comes to out-of-classroom experiences and student mentor ships.

IDEA - SEL Data:



Summary

Topic Description	Results	Comparison
<p>Self-Efficacy</p> <p>How much students believe they can succeed in achieving academic outcomes.</p>	<p>53%</p> <p>▲ 9</p> <p>since last survey</p>	<p>49% High School</p> <p>50% DALLAS ISD</p>
<p>Self-Management</p> <p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>	<p>75%</p> <p>▲ 4</p>	<p>73% High School</p> <p>71% DALLAS ISD</p>

since last survey

Social Awareness

How well students consider the perspectives of others and empathize with them.

63%

▲7

since last survey

61% High School

60% DALLAS ISD

Supportive Relationships

82%

▲1

since last survey

81% High School

82% DALLAS ISD

Perceptions Strengths

Parent Perception of campus has increased from 2022 to 2023.

From 84.9% to 94.7%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CTE students' experiences with companies outside of the classroom did not materialize **Root Cause:** Lack of community partnerships with the campus and specific with our CTE Department

Problem Statement 2 (Prioritized): Increase parent involvement with campus activities. **Root Cause:** Parents are all over the District and need specific programs and support that will increase parent participation,

Priority Problem Statements

Problem Statement 1: We have a disproportionate number of Low SES students and nearly 20% SPED population

Root Cause 1: The campus is realigning pathways, programming, and messaging to increase enrollment across all demographics instead of a PL-focused option.

Problem Statement 1 Areas: Demographics

Problem Statement 2: All students enrolled in English I and English II have not scored at the level of proficiency that we would like to see.

Root Cause 2: Teachers need to be trained in identifying high-risk students and providing correct interventions to ensure success on formal assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have not been able to put together a solid CTE mentoring program for our upper class men.

Root Cause 3: Realignment of the campus CTE pathway has put our upper-class level course on hold for the 22-23 school year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Increase parent involvement with campus activities.

Root Cause 4: Parents are all over the District and need specific programs and support that will increase parent participation,

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are performing low on TSI Assessments, and 90% of the testing population is not meeting TSI "MET" standard

Root Cause 5: Students are testing later in their senior year, instead of immediately after English III and ALG II courses are completed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 100% of staff and students need to be actively involved in all extracurricular activities during the instructional day.

Root Cause 6: Students and staff need to be matched to activities so they all have 100% buy-in.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize teacher assistant support in classroom to provide targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Students participate in small group reading instruction at least 30 minutes per week.</p> <p>Staff Responsible for Monitoring: Teachers, AP, and Cluster Lead Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: All students enrolled in English I and English II have not scored at the level of proficiency that we would like to see. Root Cause: Teachers need to be trained in identifying high-risk students and providing correct interventions to ensure success on formal assessments.</p>

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Start tracking African-American student data every three weeks for intervention planning</p> <p>Staff Responsible for Monitoring: Teachers, AP, and Cluster Lead Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All students enrolled in English I and English II have not scored at the level of proficiency that we would like to see. Root Cause: Teachers need to be trained in identifying high-risk students and providing correct interventions to ensure success on formal assessments.</p>

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Added Math and Reading Lead Cluster Teachers to 23-24 staff for PLC and Coaching purposes Staff Responsible for Monitoring: AP</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 3 Problem Statements:

Demographics
<p>Problem Statement 1: We have a disproportionate number of Low SES students and nearly 20% SPED population Root Cause: The campus is realigning pathways, programming, and messaging to increase enrollment across all demographics instead of a PL-focused option.</p>

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 1: GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 6% to 20% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Embed College Prep for Seniors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administer TSIA to all student at the end of Algebra II and English III (Typically 11th grade)</p> <p>Strategy's Expected Result/Impact: 15% of students will successfully pass TSIA by the end of 11th grade.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators, Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning

Problem Statement 2: Students are performing low on TSI Assessments, and 90% of the testing population is not meeting TSI "MET" standard **Root Cause:** Students are testing later in their senior year, instead of immediately after English III and ALG II courses are completed.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 2: GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 98% to 100% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will sit for Entrepreneurship Small Business in 10th grade and participate in remediation in 11th grade if unsuccessful. Strategy's Expected Result/Impact: 100% of students will graduate with ESB certification. Staff Responsible for Monitoring: CTE teachers, Administrators, Counselors</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We have not been able to put together a solid CTE mentoring program for our upper class men. Root Cause: Realignment of the campus CTE pathway has put our upper-class level course on hold for the 22-23 school year.</p>

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: 100% of IDEA Students will participate in two extracurricular clubs, one academic and the other non-academic

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Designate a time at the beginning of the school for a club showcase and sign up for the campus. Strategy's Expected Result/Impact: 100% of the student population sign-up for two extracurricular clubs. Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 100% of staff and students need to be actively involved in all extracurricular activities during the instructional day. Root Cause: Students and staff need to be matched to activities so they all have 100% buy-in.</p>

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: Host monthly parent training and meetings.

Evaluation Data Sources: Sign Ins, Agenda

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Parent Instructor to coordinate monthly parent events and ongoing parent communication. Strategy's Expected Result/Impact: 50% of parents will participate in at least 1 parent event in 23-24. Staff Responsible for Monitoring: Parent Instructor, Counselor, Principal</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Increase parent involvement with campus activities. Root Cause: Parents are all over the District and need specific programs and support that will increase parent participation,</p>