

IDEA Public Schools

Rio Vista Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 21, 2022

Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Rio Vista Academy is an open enrollment public charter serving grades PK - 5th grade. We proudly serve a diverse array of scholars. Our special programs include Emerging Bilingual, Special Education, and Athletics.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 2 (Prioritized): EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause:** A significant increase of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 3 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 4 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (94), having earned domain ratings of 86, 92, and 99, for student achievement, school progress, and closing the gaps respectively. Our scholars have increased their achievement scores for meets and masters over 30% points in the last school year. IDEA Rio Vista also earned all eligible disclaimers.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 2 (Prioritized): RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause:** Ownership at the campus levels was associated with the counseling department.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While there is strong TEKS alignments, the campus has gaps implementing the ELPS. **Root Cause:** No clear vision for ELPS and EB support across campus.

Problem Statement 2: Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** Campus has no effectively invested parents in students individual performance and progress goals.

Perceptions

Perceptions Summary

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** The campus does not have a clear and consistent discipline management system.

Problem Statement 2 (Prioritized): Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Priority Problem Statements

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 1: The campus does not have a clear and consistent discipline management system.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 2: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 3: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 4: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Scholars in Special education performed significantly lower than scholars in other accountable subgroups.

Root Cause 5: Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

Root Cause 6: Ownership at the campus levels was associated with the counseling department.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 7: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high

value.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 8: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Observation Survey results

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership 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






Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2022, we will increase staff retention by 5% for instructional staff in grades three through five.

High Priority






Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: Recognizing teachers' success through shout out during weekly faculty meetings, teacher weekly newsletter, and/or social media. Recognizing teachers who exhibit IDEA core values every month. Strategy's Expected Result/Impact: Increase Staff Retention Staff Responsible for Monitoring: All Campus Managers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2022, 96% of scholars on grade levels PK through five are on track to graduate as measured by academic promotion.

HB3 Goal
Evaluation Data Sources: Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Measuring on track levels in grades PK through 2nd Strategy's Expected Result/Impact: Alignment to STAAR on grade level metrics Staff Responsible for Monitoring: PK - 2nd DI Teacher Title I: 2.4, 2.5, 4.2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2022, the percent of students reading at or above grade level for grade three will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold after-school tutoring for scholars who failed the STAAR assessment in reading. Strategy's Expected Result/Impact: Increase passing rates in reading STAAR Staff Responsible for Monitoring: Instructional Lead Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 Funding Sources: - Federal Grant - \$61,000				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). Root Cause: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value. Problem Statement 2: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. Root Cause: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.






Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2022, the percent of students math performance at or above grade level for grade three will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments

Strategy 1 Details	Reviews			
Strategy 1: Hold tutoring after school for scholars who did not meet grade level on the previous year STAAR assessment. Strategy's Expected Result/Impact: Increase academic performance of scholars Staff Responsible for Monitoring: Instructional Lead Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2022, the percent of Special Education students meeting their growth goals in reading/math for grades three through five will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments






Strategy 1 Details	Reviews			
Strategy 1: Hold tutoring after school for scholars who did not meet growth on the previous year STAAR assessment. Strategy's Expected Result/Impact: Increase academic outcomes for scholars Staff Responsible for Monitoring: Instructional Lead Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2022, we achieve our college preparatory attendance goal of 97%

High Priority

Evaluation Data Sources: Average Daily Attendance






Strategy 1 Details	Reviews			
Strategy 1: Invest teachers and staff around the instructional impact of ADA. Strategy's Expected Result/Impact: Increase Year to year ADA Staff Responsible for Monitoring: APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: By June 2022, 90% of scholars on grade levels six through ten will persist to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Mission List






Strategy 1 Details	Reviews			
Strategy 1: Weekly strategy persistence meetings to discuss mission list. Strategy's Expected Result/Impact: Increase Scholar persistence Staff Responsible for Monitoring: Counseling team	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 2: Provide 100% of guided lesson for scholars on school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor sign-in calendar and attendance






Strategy 1 Details	Reviews			
Strategy 1: Monthly lessons executed by the SSA targeting safety. Strategy's Expected Result/Impact: Increase in Student persistence Staff Responsible for Monitoring: SSA Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 3: Ensure that 100% of all academy meet the fitness gram metrics by EOY.

High Priority

Evaluation Data Sources: IHT minutes

Strategy 1 Details		Reviews			
Strategy 1: IHT Minute tracking Strategy's Expected Result/Impact: Increase in ADA Staff Responsible for Monitoring: PE Teachers		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Veronica Martinez	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$61,000.00
Sub-Total					\$61,000.00

Addendums

IDEA Rio Vista

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students						
					RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Overall	
% Approaches	75	78	89	79	
% Meets	45	50	62	52	
% Masters	24	26	41	30	
SAS	48	51	64	54	
% Student Achievement Average	84	87	92	90	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)		
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Reflections

Areas of Strength	Areas of Need
1 Effective use of daily lesson rehearsal	1 Implementation of RTI accommodations from BOY
2 Implementation of Kagan/SIOP strategies	2 Timely Q1 tutorial sessions
3 Lesson completion at mastery for DI classrooms	3 Creating time for re-teach sessions

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

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2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Hybrid Lab Blended Learning	S	ALL	Hybrid lab facilitator: Ugarte	8/13-6/2	AR zone, ST math, Think through math	Weekly ;lead team walkthrough, Student	Student data trackers, District
1A	Instructional Rounds	S,E	ALL	Principal; Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)
1A	Texas Reading & Writing Initiative	S,E	ALL	Lead Team	June & July	PD budget	Weekly specific skill observations of teachers by lead team	Weekly specific skill observations of teachers by lead team
1A	Kagan Training	S,E	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team
1A	DI Instruction	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	Aug. - May	DI Instructional Materials	Weekly Assessment, IA, benchmarks, STAAR Prefomance indicators	Student performance data trackers, District weekly data review
1A	Lead4ward Training	S, E,	ALL	Content Leads	8/24-5/25	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments
1A	Academic Block	S, E,	ALL	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/13-6/2	COWS, Achieve 3000, Study Island, Shmoop, Khan Academy	Weekly Check ins and scheduling	Student Performance Reports, Pre-Test/Post-Test
1A	Witlow	S, E	ELL,SE, AR	API - Trujillo	8/13-6/2	Line item in discretionary budget: Learning compass personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR
1A	Writer's Workshop Consultants	S,E	ALL	API- Elguea & API Trujilo	8/31-5/11	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Student	IA Results STAAR/EOC CSR
1A	STAAR/EOC Consumable Resources	S,E	ALL	API- Elguea & API Trujilo	10/12-5/11	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on res	Teacher feedback on resources
2D	Person of influence (POI)	O	AR	Lead Team	8/31-5/25	Google docs, progress reports, teacher feedback, student data, merit store	Peer observation of meet	Google doc student tracker
2C/2D	Perfect Attendance Incentives	O	ALL	APO - Ramon Salazar	8/13-6/2	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc

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1A	Check for Understanding (CFU Training)	S, E,	All	Lead Team	8/13-6/2	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team
1A	Student Intervention Pull Out Program/DI	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/31-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers
1A	RTI (electronic data base)	S,E	AR	API Laurel & API Mendoza	10/5-5/25	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	Rtl Student Folder
1A	Saturday School	S,E	R, ELL,S	All Staff	1/13-5/7	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTA AR scores
1A	Spring break tutoring	S,E	ALL	API- ELgueva & API Trujilo	3/14-3/18	tested area teachers, cnp, STAAR/EOC Materials, COWs	% student & teacher Participation	% student & teacher Participation STAAR scores
1A	STAAR software support	S,E	ALL	Interventionists	8/24-5/25	Achieve 3000, Grade Cam, Khan Academy, Study	Student trackers	IA scores, Staar scores
1A	STAAR summer camp	S,E	All	API- ELgueva & API Trujilo	5/30-6/24	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre- post test
1A	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/13-5/25	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers
1A	Sub pop Academies/DI Program	S,E	AR, ELL, SE	Interventionist- MS Interventionist- Trevino/ HS Interventionist Hernandez/Saenz, Sp. Ed. Teachers	9/7-5/25	Rosette Stone, Achieve 3000, I Pads (with ELL Apps), DI Program Materials	student trackers, observation of instructors, POI	student trackers
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,A P	SE,ELL	lead team & all faculty	8/31-5/25	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress
1A	Writing across content	S,E,A,A P	ALL	API- Elgueva & API Trujilo	8/13-5/25	writing techniques per content	teacher use in class	student use in class
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Fall (1) & Spring (1) Semester	District provided software	Coaching Tracker	Coaching Tracker and Next Steps
1B	CIS	A, AP	ALL	Director of College counseling: Torres	8/13-5/25	Shmoop, Sylvan, Princeton Review	Student progress reports	license for each student & TOT

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	Y	\$3,000				
Y	N					
Y	N					
Y	Y	\$7,000				
Y	N					
Y	N					
Y	N					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

IDEA Rio Vista

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students						

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	48	59	80	38%	133/213	
% Meets	21	31	50			
% Masters	4	12	17			
% Student Achievement Average	24	34	49			
% Meet 2 year growth						

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)		
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Reflections

Areas of Strength	Areas of Need
1. Lesson Rehearsals	1. Starting lesson rehearsals from BOY
2. Implementation of manipulatives	2. Implenting RTI accomodations from BOY
3. Training and implementation of Kagen/SIOP strategies	3. Receiving maniuplatives and training to implement from BOY

IDEA Rio Vista

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students						

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	76	
% Meets	39	
% Masters	19	
% Student Achievement Average	45	

Reflections

Areas of Strength	Areas of Need
1 Cohesive Science team with strong, knowledgeable content lead.	1 Lack of content internalization of the content by AR/HS teacher.
2 Team members have strong content knowledge and leveraged best practices including multiple	2 Ineffective stakeholder investment of core content teachers in science.
3 Team shared vision of student success and leveraged parent involvement	3 Assessment benchmarks were given too close to EOC date, minimizing time for effective time for effective intervention.

IDEA Rio Vista

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students							

Reflections

Areas of Strength	Areas of Need

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Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	21%	21%	39%	54%
% Intermediate	31%	39%	33%	31%	
% Advanced	37%	28%	24%	19%	
% Advanced High	26%	12%	23%	10%	

Reflections

Areas of Strength	Areas of Need
1 Deliberate practice scholars' listening and speaking before assessments.	1 We did not have a cross-curricular approach for literacy. Reading and writing were isolated to the ELAR classroom.
2 Targetted vocabulary through membeam during the intervention block.	2 Teachers did not receive tools to implement SIOP strategies and differentiate material for LEP scholars.
3 DISE intervention for Spanish speakers showed positive impact for the speaking component.	3 We did not monitor progress on TELPAS levels through out the school year. Once we received mock data, we did not utilize it to monitor progress or support scholars in their areas of need.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	88%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Teachers	67%
% State/National Certified Teachers	26%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25

Reflection	
Areas of Strength	Areas of Need
1 Strong GTL and content leader model for teachers	1 Poor onboarding during the transition.
2 Strong CL model for teacher content support	2 Curricular support and mentoring for new teachers.
3 Quarterly touchpoint with principals for all staff.	3 No implementation of a mentoring program.

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.50%
% Overall Persistence	87.79%
% New Student Persistence	81.78%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10%
% ELL	51%
% Eco Dis	87%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	1%
% White-Hispanic	4%
% Multi	1%
% Black-African-American	3%
% Native-Hawaiian-Pacific- Islander	0%
% White	5%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Early identification of domain 3 scholars	1 Identification of specific Tier II interventions for subgroups
2 Early goal setting with all scholars in subgroups	2 Monitoring progress of special populations as they progress through the year
3	3 No consistent strategy around parent investment

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	60%
% Families Attended Curriculum Night	74%
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	30%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1 Strong campus investment on helping execute events	1 Inconsistent Tracking Systems to identify family attendance between academy or college Prep
2 Strong parent communication of events	2 Inconsistent invite systems and tracking mechanisms for RSVP
3	3 Lack of Planning of events ahead of time.