

IDEA Public Schools

Riverview Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 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

We are an Elementary school with 855 student enrollment serving 97% hispanic population with a 96% economic disadvantaged serving 5% special education and 74% ELs. We are an A rated campus that met 5 out of 6 distinctions showing 100% growth with all student groups. We met 100% English Language Proficiency targets.

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): There is a need of consistently implementing student celebrations across grade levels and as a campus. **Root Cause:** Lack of an accountability system and time to consistently implement campus celebrations.

Problem Statement 2: There is a need to increase accountability on the uniform policy with students and staff. **Root Cause:** In these past years, due to the pandemic, and the inconsistency of in person and virtual instruction, our priority was the safety of our students. As a consequence this area was greatly impacted.

Problem Statement 3 (Prioritized): There is a need to increase student daily attendance. **Root Cause:** Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Student Learning

Student Learning Summary

We are an A rated campus that met 5 out of 6 distinctions showing 100% growth with all student groups. We met 100% English Language Proficiency targets.

“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): Teachers have gaps in understanding the vertical alignment in content across grades and how this extends into college readiness. **Root Cause:** There is a disconnect between the district curriculum and state TEKS. There exists a lack of accountability in content leading preparation.

Problem Statement 2: 3rd- 5th grade students lack the typing skills needed to be successful in the state assessment. **Root Cause:** The tools and time needed to integrate typing skills in the curriculum were not available due to schedule and lack of resources.

Problem Statement 3: Student Tracker system was not consistently used for performance on a weekly basis. **Root Cause:** There exists a lack of consistency and use of student trackers. Students did not participate in tracking individual progress and therefore, did not use it to celebrate progress.

Problem Statement 4 (Prioritized): There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading. **Root Cause:** The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

Problem Statement 5 (Prioritized): There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. **Root Cause:** Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Problem Statement 6 (Prioritized): Student work is not reflecting accurate mastery across contents. **Root Cause:** Teachers are not effectively providing sufficient independent practice time.

Problem Statement 7 (Prioritized): There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th **Root Cause:** Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

School Processes & Programs

School Processes & Programs Summary

Our campus sets clear roles and responsibilities for our leaders and holds them accountable. We conduct weekly instructional rounds where we identify trends and plan a targeted Professional Development to address the gap. Leaders have coaching conversations where they work one on one with teachers on individual action steps.

"See PDF Addendum for more information."

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 (Prioritized): Lack of opportunities for staff members to build relationships amongst colleagues. **Root Cause:** Our campus has not prioritized team builders in order to promote participation within school activities.

Problem Statement 2 (Prioritized): Campus does not provide parents with informational tours in order for them to understand our culture and curriculum. **Root Cause:** Due to COVID restrictions and staff/students' safety these tours were cancelled.

Problem Statement 3 (Prioritized): There is a need to create a healthy work-life balance among our staff. **Root Cause:** Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.

Perceptions

Perceptions Summary

We are a campus that year after year has met staff retention with more than 85% of our staff staying with us. Our parents have an opportunity to communicate with teachers through established systems (Remind, Class Dojo, TEAMS). The only barrier that we have seen in the past two years to see parents participation in person is COVID.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to focus on the social emotional wellness of all learners. **Root Cause:** There is a greater focus on the academic aspect rather than focusing on the child as a whole.

Problem Statement 2 (Prioritized): There is a break in communication amongst stakeholders about school wide events. **Root Cause:** There is not a consistent form of communication amongst stakeholders.

Priority Problem Statements

Problem Statement 1: Teachers have gaps in understanding the vertical alignment in content across grades and how this extends into college readiness.

Root Cause 1: There is a disconnect between the district curriculum and state TEKS. There exists a lack of accountability in content leading preparation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Campus does not provide parents with informational tours in order for them to understand our culture and curriculum.

Root Cause 2: Due to COVID restrictions and staff/students' safety these tours were cancelled.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a break in communication amongst stakeholders about school wide events.

Root Cause 3: There is not a consistent form of communication amongst stakeholders.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need to increase student daily attendance.

Root Cause 4: Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need of consistently implementing student celebrations across grade levels and as a campus.

Root Cause 5: Lack of an accountability system and time to consistently implement campus celebrations.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading.

Root Cause 6: The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th.

Root Cause 7: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Student work is not reflecting accurate mastery across contents.

Root Cause 8: Teachers are not effectively providing sufficient independent practice time.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to create a healthy work-life balance among our staff.

Root Cause 9: Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of opportunities for staff members to build relationships amongst colleagues.

Root Cause 10: Our campus has not prioritized team builders in order to promote participation within school activities.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th

Root Cause 11: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

Problem Statement 11 Areas: Student Learning

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 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data








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

Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2023 IDEA Riverview will increase 2% in staff retention.

Evaluation Data Sources: Staff Development Cycle
Individual Pulse Checks

Strategy 1 Details		Reviews			
Strategy 1: Leaders will create systems in which changes will be prioritized and planning time will be consistently respected. Strategy's Expected Result/Impact: Teachers will be able to maximize their planning time. Staff Responsible for Monitoring: Principal and Direct managers TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to create a healthy work-life balance among our staff. Root Cause: Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.

Goal 1: Increase staff retention

Performance Objective 2: By June 2023, IDEA Riverview Academy will increase 10% in the GPTW survey.

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
Strategy 1: Monthly team builders will be implemented. Strategy's Expected Result/Impact: Build teacher relationships and create camaraderie. Staff Responsible for Monitoring: Grade Level Leaders TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of opportunities for staff members to build relationships amongst colleagues. Root Cause: Our campus has not prioritized team builders in order to promote participation within school activities.

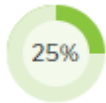


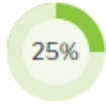


Goal 2: All IDEA students matriculate to college








Performance Objective 1: By the end of the 2022-23 school year, IDEA Riverview Academy Sub Populations will increase their meets results by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: Semester exams
Mock exams

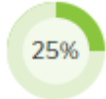

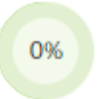




Strategy 1 Details	Reviews			
Strategy 1: Teachers will be able to identify students in each Sub Population group Strategy's Expected Result/Impact: Target/Priority students will be identified Staff Responsible for Monitoring: Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan for differentiated and small group instruction. Strategy's Expected Result/Impact: Students will receive individualized instruction based on their need. Staff Responsible for Monitoring: Teachers and Instructional Leaders Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Interventionist - Federal Grant - \$56,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers and Leaders will be able to track student progress on a daily basis Strategy's Expected Result/Impact: Teachers are able to monitor progress and adjust instruction as needed. Staff Responsible for Monitoring: Teachers and Instructional Leaders Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of June of 2022-23, 100% of IDEA Riverview Academy Special Education students will advance to the next performance band in STAAR Assessment.

Evaluation Data Sources: Teachers and Leaders will continually review our strategies to support special education students who did not meet standards in every content in STAAR tests.

Strategy 1 Details	Reviews			
Strategy 1: Teacher will deliver individualized instruction to meet the needs of the students Strategy's Expected Result/Impact: Students able to score approaches on the STAAR Assessment Staff Responsible for Monitoring: Interventionist, Special Education Teacher, Instructional Leaders TEA Priorities: Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 5 Funding Sources: Interventionist - Federal Grant - \$57,500	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. Root Cause: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.






Goal 3: IDEA achieves an A rating



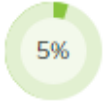




Performance Objective 1: By May 2023, IDEA Riverview Academy will increase 10% (5pts) on their combined SAS for 3rd-5th grade Math.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam
Mock Exam

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided in order to backwards plan and align TEKS to the curriculum. Strategy's Expected Result/Impact: Increase in student performance Staff Responsible for Monitoring: Teachers, Lead Team Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 5	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor the delivery of first time instruction. Strategy's Expected Result/Impact: Identify Most Pressing Problem and provide on the spot coaching. Staff Responsible for Monitoring: Instructional Leaders Title I: 2.4 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement tracking system for all stakeholders to monitor progress. Strategy's Expected Result/Impact: Make data driven decisions based on gaps and misconceptions. Staff Responsible for Monitoring: Lead team, teachers, students, and parents. Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. Root Cause: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

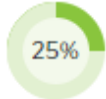

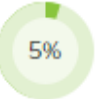







Goal 3: IDEA achieves an A rating

Performance Objective 2: By December 2022, 100 % of students will work independently 80% of the time.

High Priority

HB3 Goal

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will efficiently plan for independent practice, including an exemplar of work expectations. Strategy's Expected Result/Impact: Teacher will be prepared with multiple at bat opportunities to show independent mastery. Staff Responsible for Monitoring: Instructinal leaders and teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement aggressive monitoring techniques 80% of the time. Strategy's Expected Result/Impact: Students will receive quality feedback during independent practice. Staff Responsible for Monitoring: Teachers Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 6: Student work is not reflecting accurate mastery across contents. Root Cause: Teachers are not effectively providing sufficient independent practice time.







Goal 3: IDEA achieves an A rating

Performance Objective 3: By the end of June 2023, IDEA Riverview Academy will increase 20% on PK-2nd grade students exiting on grade level in DI Reading.

High Priority

Evaluation Data Sources: Benchmarks, DIBELS, and Data Dashboards

Strategy 1 Details	Reviews			
Strategy 1: Teachers will internalize script and submit internalization on a weekly basis. Strategy's Expected Result/Impact: Identify misconceptions before lesson delivery. Staff Responsible for Monitoring: Instructional leader Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4 Funding Sources: Pre-Kindergarten Teacher - Federal Grant - \$58,099.99, Pre-Kindergarten Teacher - Federal Grant - \$55,500, Interventionist - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor lesson delivery for 1st time instruction. Strategy's Expected Result/Impact: Identify most pressing problem and provide on the spot coaching. Staff Responsible for Monitoring: Instructional leaders Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted script practice sessions based on trends identified during observations. Strategy's Expected Result/Impact: Teachers will master implementation of targeted skill. Staff Responsible for Monitoring: Instructional Leader, DI Coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading. Root Cause: The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

Goal 3: IDEA achieves an A rating



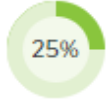





Performance Objective 4: By the end of 2022-23 school year, all students that qualified for HB4545 will complete the required 30 hrs of supplemental accelerated instruction by content.

High Priority

Evaluation Data Sources: ALP

Tracking tools

STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Students will receive accelerated TEKS instruction during supplemental instructional blocks. Strategy's Expected Result/Impact: Students will achieve satisfactory performance in the applicable content and grade level. Staff Responsible for Monitoring: Instructional leaders and Teachers Title I: 2.4 Problem Statements: Student Learning 5, 7	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use interventionist to help close gaps and help deliver some of the 30 hrs needed for HB4545 Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Interventionist and Instructional Leaders TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 5 Funding Sources: Interventionist - Federal Grant - \$56,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. Root Cause: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Student Learning
Problem Statement 7: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th Root Cause: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,







Goal 3: IDEA achieves an A rating

Performance Objective 5: By the end of June 2023, IDEA Riverview Academy will increase 5% in meets 3rd and 4th Reading .

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam
Benchmark
STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: AR zone facilitator will work in collaboration with teachers to ensure they reinforce academic vocabulary and integrates consistently comprehension questions during their reading time. Strategy's Expected Result/Impact: Increase performance in meets and masters. Staff Responsible for Monitoring: AR facilitator and Instructional Leaders Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 7 Funding Sources: AR Zone Facilitator - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 5 Problem Statements:

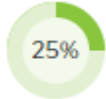





Student Learning
Problem Statement 7: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th Root Cause: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023 IDEA Riverview Academy will increase 2.5% in ADA.

High Priority

Evaluation Data Sources: Daily Attendance Reports
ADA Escalation Matrix

Strategy 1 Details		Reviews			
Strategy 1: Increase the sense of urgency by having more routine meetings with parents regarding their child's attendance and academic progress. School leaders will hold instructional staff accountable for some of these meetings as well as be an active participant in some of the tougher conversations with high absentee students. Strategy's Expected Result/Impact: Increment in child's attendance Staff Responsible for Monitoring: Teachers, Assistant Principal, Assistant Principal of Operations, Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			


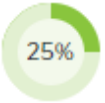




Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to increase student daily attendance. Root Cause: Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the second week of the 2023-24 school year, IDEA Riverview will increase 3% in overall student persistence.

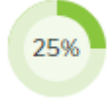
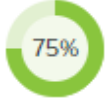




Evaluation Data Sources: Enrollment Report
Persistence Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Move this World Curriculum daily with fidelity. Strategy's Expected Result/Impact: Students will learn social emotional skills and strategies that will help them cope with their feelings. 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 2: By the end of June 2023, IDEA Riverview Academy will increase 3% in their total IHT minute completion.







Evaluation Data Sources: IHT monitors

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use Academic Block to target students who are not completing their weekly IHT minutes. Strategy's Expected Result/Impact: Increase in the amount of IHT minutes. Staff Responsible for Monitoring: PE coach TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 3: By the end of May 2023, all IRA PK-5th grade students will receive social emotional support 5 days a week to promote growth mindset.

Evaluation Data Sources: Move this world participation, parent meetings documentation, MTW observations

Strategy 1 Details	Reviews			
Strategy 1: At IRA all teachers will reinforce and consistently implement Move This World curriculum during homeroom time 5 days a week. Strategy's Expected Result/Impact: Move This World participation, persistence and attendance results. Also, students are able to make better behavioral decisions and understand how to manage their emotions. Staff Responsible for Monitoring: Academic Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 25%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diamantina Chavez	PRE-KINDERGARTEN TEACHER	Title I	1
Grecia Ramos	Interventionist	Title I	1
Guillermo Tijerina	AR Zone Facilitator	Title I	1
Susana Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Vianey Garza	Interventionist	Title I	1
Yessenia Jasso	INTERVENTIONIST	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Interventionist		\$56,000.00
2	2	1	Interventionist		\$57,500.00
3	3	1	Pre-Kindergarten Teacher		\$58,099.99
3	3	1	Interventionist		\$59,300.00
3	3	1	Pre-Kindergarten Teacher		\$55,500.00
3	4	2	Interventionist		\$56,000.00
3	5	1	AR Zone Facilitator		\$0.00
Sub-Total					\$342,399.99

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	89%	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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	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	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	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	

[illegible]

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

Campus Name

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	100%	100%	95%	100%	97%	Y

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	80	72	81	97%	Y	
% Meets	48	33	16			
% Masters	16	16	19			
% Student Achievement Average	48	40	47			
% Meet 2 year growth						

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	NA	
% of CSI Passing STAAR	NA	
% of SPED Passing STAAR	80%	

Reflections

Areas of Strength	Areas of Need
1. Consistent use of Word problem t-chart.	1. Vertical Alignment planning early in the year.
2. Team and family with math facts- Our electives team able to assist with its implementation	2. Vertical align strategies from beginning to show consistency.
3. Dreambox engaged and inform students of new math topic.	3. Students use Individual assessments tracker.
4. The use of manipulatives during instructional time.	4. Conversations with students how they did in each assessment.

5. Level of engagement and energy from all math teachers.	5. Implement calendar time.
6. Hotspot tracker motivated students to complete math lessons in Dreambox.	6. Combine all trackers in one spiral notebook.
7. Math projects to introduce new topics.	7. TEKS professional developments for all grade levels.
8. Instructional materials and resources are available for students and teachers to use.	8. Math interventionist needed for student support.

Campus Name

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	100%	68%	45%	94%	NA	96%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					NA	Y
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	% Royal Readers	% Word Masters
% Approaches	78	79	91	NA	21%	67%%
% Meets	57	52	75	NA	RR Goal Met/Not Met	WM Goal Met/Not Met
% Masters	28	23	50	NA	Y	Y
SAS	54	52	71	NA		
% Student Achievement Average	NA	NA	NA	NA		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	66%					
% of CSI Passing STAAR	38%					
% of SPED Passing STAAR	87%					

Reflections	
Areas of Strength	Areas of Need
1 Starting Wit and Wisdom program at Kindergarten.	1 Classroom print to support literacy. (Alphabet, labeling)
2 Formative Assessments throughout all grade levels.	2 Enough Wit Wisdom classroom set of books to practice with all students.
3 Pre-K Transition Program helping students develop language skills.	3 Wit and Wisdom curriculum lacks alignment with TEKS
4 RMT curriculum supports student comprehension and writing skills. Also supports with letter identification and sounds.	4. TEKS vocabulary starting at 1st grade

5 Wit and Wisdom variety of genre of books support	5 Bring back AR books for students in classroom.
	6 Have student transitions due to loss of time for instruction.
	7. Practicing typing skills for STAAR.
	8. RISE Attainment program doesn't align with STAAR

Campus Name

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	100%	96%	94%	91%	82%	86%
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	91%					
% Meets	68%					
% Masters	35%					
% Student Achievement Average	64					

Reflections	
Areas of Strength	Areas of Need
1. The RISE students enjoyed hands on experiments.	1. School Field trips that align with lessons for 3rd and 4th grade.
2. Curriculum provided by distrct	2. Resources like manipulatives needed (RISE) / books
3. RISE students loved outdoor activities related to their lesson.	3. Students need to rotate in order to do the hands-on activities
4. Online programs such as Study Island for 5th graders	4. Science Fair during the first semester
5. 5th Grade STAAR success books	5. Use of Study Island program for 3rd and 4th grade.
6. Think Up Book provided for scholars	6. More storage space to allow for organized placement of science equipment.
7. Daily Lesson Plan for kinder, 3rd grade, and 5th grade	7. RISE needs a clear curriculum.
8. Kit provided for lower grade levels	

Campus Name

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	100%	100%	100%	100%	87%	93%	98%

Reflections

Areas of Strength	Areas of Need
1 Content materials available for student and teacher use.	1 Maps throughout the classrooms. Ex: Texas Map, USA Map, World Map, Maps of the Major Rivers and Landmarks.
2 Very structured curriculum.	2 Classroom materials readily available in order to perform more projects.
3 Students are excited to learn about the content.	3 More storage space for all the classroom materials.
4 Course leaders are always available and helpful.	4 Bring in outside presenters such as museums (?)
5. Webinars were insightful.	5. Plan field trips to historical landmarks or places with historical themes
6. Freedom to adjust lessons as needed.	6. More outside projects that align with the holidays and cultures here in the Valley.
7. Unit Exams are available and we are able to backwards plan.	7. Lockdown browsers or a program on computers that do not allow students on the internet during lessons.
8. Students are able to connect to the content.	8. Academic vocabulary too advanced for students
	9. Implementation of multiple choice for exit tickets and exams.
	10. Need for ELL help.

Campus Name

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	25%	23%	30%	32%	54%
% Intermediate	24%	30%	33%	25%	
% Advanced	27%	14%	20%	18%	
% Advanced High	24%	33%	17%	25%	

Reflections

Areas of Strength	Areas of Need
1. Helps identify student's strength/weakness	1. Although students are given a designated time frame to work on TELPAS, the time is not sufficient. More time and importance needs to be set aside for this test.
2. Teachers are provided with a detailed rubric (PLD) to determine appr	2. Implementing a writing block in grades 2nd-5th, that includes spelling and grammar.
3. Trainings for both teachers and students have been efficient and productive. Students were more motivated and confident after hearing this year's TELPAS speaker.	3. SPED students to be grouped in a another classroom to be able to write and concentrate

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	89%
% Teacher Retention	91.18%
% Campus Support Retention	NA
% SPED Teachers	67%
% State/National Certified Teachers	NA
% State Certified Leaders	NA
% State/Board certified Counselors	NA
Number of teacher applicants per 2020-21 school year	NA

Reflection	
Areas of Strength	Areas of Need
1. Open door policy with administration	1. Team Builders atleast once a month as a campus
2. We foster Team and Family	2. Commit to teacher planning time for all subjects including electives.
3. The opportunity to grow professionally.	3. Bring back Fun Fridays
4	4. Provide more security daily
5	5. In person curriculum meeting for new hires
6	6. More restroom facilities for staff
	7. Parent tours to ensure facilities are safe.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.31%
% Overall Persistence	93.21%
% New Student Persistence	92.53%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	3%
% ELL	79%
% Eco Dis	95%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	98%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific- Islander	0%
% White	2%
% Male	48.00%
% Female	52%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. Day 1-consistency of school wide- procedures/routines	1. Uniform- consistency starting since arrival
2. Consistent Classroom Celebrations	2. Pull out Small groups -for emotional support
3. College is instilled from PK-5th gd.	3. Campus celebrations-awards ceremony every quarter in the gym
4. Keep attendance Trophy	4. School wide -redirecting culture

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	95%
% Families Attended Curriculum Night	83%
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	98%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	Areas of Need
1. Communication with stakeholders.	1. More inclusion with special pops.
2. More outside community involvement.	2. Funding & fundraising for events. We need to reach out for donations/sponsors ahead of time.
3. Free events for our family & community to enjoy.	3. Time management, planning, logistics by July/August at the latest to better prepare for yearly events.
	4. Align communication across the board between admin, teachers, and all staff at community events to ensure there is no confusion.
	5. Sending IDEA Riverview staff members & students to be involved in city wide community events.