

IDEA Public Schools

Robindale Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



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

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Robindale Academy was founded in 2019 with grades K-2nd. We are an open enrollment K-5th charter school now in 2022. We are located at 3802 Ruben M Torres Blvd, Brownsville, TX 78521. Our current enrollment is 730 students as of August 2022. We strive to serve low socioeconomic areas to support our mission of going to and through college. Our demographics are the following: we have 11.99% SPED scholars, 46.91% EB scholars, 88.36% scholars that are eco dis, 92.24% hispanic, .53% asian, .35% african american and 6.8% white. 48% of our scholars are male and 52% are female.

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): Overall student persistence declined under the 90% **Root Cause:** 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Problem Statement 2 (Prioritized): overall attendance declined under the 97% goal **Root Cause:** 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

Student Learning

Student Learning Summary

We received 4/5 distinctions which were academic achievement in ELA/ reading and math, top 25% comparative academci growth and top 25% comparative closing the gaps. For 4th grade reading 82% of scholars met their growth goal and for 4th grade math 86% of scholars met their growth goal. For K-2nd 72% on average ended the year on grade level for reading. For 3rd and 4th STAAR but ELA and Math had 50% of SPED scholars pass their STAAR test.

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 were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause:** Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.

Problem Statement 2 (Prioritized): Teachers minimally got to meet with teachers of same content on campus. **Root Cause:** Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 3: Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause:** Teachers were sticking to curriculum provided and were not knowledgeable with enough content to be able to adjust and make changes.

School Processes & Programs

School Processes & Programs Summary

We have a year long scope and sequence for our PD calendar that we adjust based on trends if needed. We prioritize culture and team building at beginning of year and move into content and rigor. For PD, two days of the month are PD sessions and two are content meetings. The important piece of PD is ensuring there is practice time with feedback and ultimately ensuring managers observe, follow up and coach the skill in class. Actions leaders take on a daily basis are observing teachers are an assigned skill, meet with them to model and coach the skill then follow up to mastery. As a campus we provide teachers with weekly lesson plan feedback, lesson rehearsals and coplanning as many as needed depending on the level of the teacher.

See PDF in 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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus did not have a clear onboarding plan for staff that started during the year. **Root Cause:** 1) Campus did not have any kind of mentor mentee program 2) Managers did not sit and review expectations with staff

Problem Statement 2 (Prioritized): Campus did not have a system that consistently and publicly celebrates staff members **Root Cause:** 1) There was not criteria for success or a system 2) Celebrations that occurred were not public in front of peers or parents

Perceptions

Perceptions Summary

Parent engagement events have been very successful. As a campus we had 72% of families attend our festivals. Feedback we got was positive and families look forward to our summer events also. Staff turnover was at 85.71% last year. Our goal was 85% so we did meet it. Our leavers moved to somewhere there was no IDEA or switched career paths. As a campus we have many forms of communication for parents. We use facebook, remind and classdojo. We also have parent weekly that goes out where parents can see celebrations and important information about what is happening on campus. We send out monthly org health surveys for our campus to see what is going well and areas or trends we need to work on.

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): Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause:** 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2 (Prioritized): Campus did not consistently build relationships with parents **Root Cause:** 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Priority Problem Statements

Problem Statement 1: Overall student persistence declined under the 90%

Root Cause 1: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis.

Root Cause 2: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers minimally got to meet with teachers of same content on campus.

Root Cause 3: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus did not have a system that consistently and publicly celebrates staff members

Root Cause 4: 1) There was not criteria for success or a system 2) Celebrations that occurred were not public in front of peers or parents

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus did not have a clear onboarding plan for staff that started during the year.

Root Cause 5: 1) Campus did not have any kind of mentor mentee program 2) Managers did not sit and review expectations with staff

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus did not show parents what learning looked like on a day to day in classrooms

Root Cause 6: 1) As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Campus did not consistently build relationships with parents

Root Cause 7: 1) Campus did not host any in person events 2) Campus lacked communication system that all parents used

Problem Statement 7 Areas: Perceptions

Problem Statement 8: overall attendance declined under the 97% goal

Root Cause 8: 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

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

- District goals
- Campus goals
- 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

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR 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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data





Goals







Goal 1: Increase staff retention

Performance Objective 1: By June 2023, teachers will answer "agree" on 90% of statements on campus org health survey.

High Priority

Evaluation Data Sources: Will be monitored through health org surveys sent quarterly, success will be measured based of responses being 4 (agree) or higher.

Strategy 1 Details	Reviews			
Strategy 1: Leaders will consistently and publicly recognize a teacher and coteacher of the month by the first of the following month. Strategy's Expected Result/Impact: To increase teacher retention Staff Responsible for Monitoring: APIs, SC, Principal and Admin Asst. TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leaders will consistently complete coaching cycle weekly with each direct report. Strategy's Expected Result/Impact: to increase teacher retention Staff Responsible for Monitoring: APIs, SC, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Leaders will meet with any new hires within 3 days of their start date to start campus onboarding milestone plan. Strategy's Expected Result/Impact: increase staff retention Staff Responsible for Monitoring: manager of staff member TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. Root Cause: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
School Processes & Programs
Problem Statement 1: Campus did not have a clear onboarding plan for staff that started during the year. Root Cause: 1)Campus did not have any kind of mentor mentee program 2)Managers did not sit and review expectations with staff Problem Statement 2: Campus did not have a system that consistently and publicly celebrates staff members Root Cause: 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 1: Increase staff retention

Performance Objective 2: By May 2023, 90% of teachers will answer that they have been celebrated throughout the year.

Evaluation Data Sources: Will be monitored through health org surveys sent quarterly, success will be measured based of responses being 4 or higher, pulse checks.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and coteachers will be celebrated for their birthday throughout the year by a shoutout on flight plan, card from lead team and song. Strategy's Expected Result/Impact: increase staff retention Staff Responsible for Monitoring: APIs, SC, Admin Asst, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and coteachers will be celebrated for their student achievement results and growth throughout the year by spotlights,. Strategy's Expected Result/Impact: increase staff retention Staff Responsible for Monitoring: APIs, SC, Admin Asst, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:








School Processes & Programs
Problem Statement 2: Campus did not have a system that consistently and publicly celebrates staff members Root Cause: 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 2: increase enrollment

Performance Objective 1: By the 11th day of school, campus will meet or exceed the enrollment target set by the district

High Priority

Evaluation Data Sources: enrollment data board

Strategy 1 Details	Reviews			
Strategy 1: During first week of school, all leaders will partake in student head counts and phone calls to absent scholars Strategy's Expected Result/Impact: increase in enrollment Staff Responsible for Monitoring: SIS, APO and APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: overall attendance declined under the 97% goal Root Cause: 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.



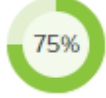

Goal 3: IDEA achieves an A rating







Performance Objective 1: By June 2023, the percent of students reading at or above grade level for 3rd-5th grade will increase by at least 3 percentage points as measured by STAAR and monitored by district wide exams.

High Priority

HB3 Goal

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and leaders will participate in student work analysis meetings after every biweekly assessment. Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: Teachers and leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet monthly as a content cohort to align on planning and brainstorm any trends that need to be addressed. Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: teachers, content leaders and APIs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Scholars below grade level in 2nd grade will attend reading intervention Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: teachers and leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. Root Cause: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. Root Cause: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.







Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, SPED SAS score is a minimum of 23 or plus 5 cumulative growth on SAS as measured by STAAR and monitored by district wide exams.

High Priority

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
Strategy 1: RISE classrooms had staar prep time build into their schedules daily Strategy's Expected Result/Impact: increase in sped scores Staff Responsible for Monitoring: SPED teachers and manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SPED teacher and gen ed teacher collaborations weekly for ELA and Math Strategy's Expected Result/Impact: increase in gen ed sped data Staff Responsible for Monitoring: SPED teacher, gen ed teacher and manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Interventionists pulled SPED scholars daily to do small group remediation. Strategy's Expected Result/Impact: increase in student achievement data Staff Responsible for Monitoring: interventionists and gen ed teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. Root Cause: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. Root Cause: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.





Goal 3: IDEA achieves an A rating







Performance Objective 3: By June 2023, the percent of students at or above grade level for 3rd-5th grade math will increase by at least 3 percentage points as measured by STAAR and monitored by district wide exams.

High Priority

HB3 Goal

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
Strategy 1: Teachers in 3rd-5th math will receive weekly lesson rehearsals Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: teachers and leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students in 4th grade and 5th will be assigned a growth goal that they reviewed daily while they completed assessment tracking Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: teachers and math API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Scholars who did not pass STAAR and are two years below will attend math intervention Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: teacher and manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% Root Cause: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart
Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. Root Cause: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged. Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. Root Cause: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Goal 3: IDEA achieves an A rating

Performance Objective 4: Each students needs 1200 minutes of vigorous activity by June 2023 in 1st-5th

Evaluation Data Sources: heart rate monitors and PE data board tracker

Strategy 1 Details	Reviews			
Strategy 1: PE coach will consistently follow spark curriculum Strategy's Expected Result/Impact: increase in minutes of activity Staff Responsible for Monitoring: PE coaches and manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:









Demographics
Problem Statement 1: Overall student persistence declined under the 90% Root Cause: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2023, % of average daily attendance for each grade level will increase by 5% from the previous year.

High Priority

Evaluation Data Sources: Daily, weekly and monthly tracking of ADA by grade level and as a campus.

Strategy 1 Details	Reviews			
Strategy 1: campus will have a monthly ADA incentive plan for the school year Strategy's Expected Result/Impact: increase in ADA Staff Responsible for Monitoring: APO Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: campus will follow ADA matrix consistently every week Strategy's Expected Result/Impact: increase in ADA Staff Responsible for Monitoring: APO Title I: 2.4, 2.5, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% Root Cause: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Demographics

Problem Statement 2: overall attendance declined under the 97% goal **Root Cause:** 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

Perceptions










Problem Statement 1: Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause:** 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2: Campus did not consistently build relationships with parents **Root Cause:** 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Goal 5: Increase student persistence

Performance Objective 1: 90% of students participate in Move this World daily for the school year.

Evaluation Data Sources: MTW daily data report and tracker

Strategy 1 Details	Reviews			
Strategy 1: All leaders will observe teachers daily and give feedback Strategy's Expected Result/Impact: increase in MTW participation Staff Responsible for Monitoring: leaders Title I: 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SC will share out participation data weekly to teachers for MTW Strategy's Expected Result/Impact: increase in participation Staff Responsible for Monitoring: SC Title I: 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Overall student persistence declined under the 90% Root Cause: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Goal 5: Increase student persistence

Performance Objective 2: 95% of teachers will utilize Dojo as the main form of communication with parents.

High Priority

Evaluation Data Sources: posting report and communication tracker

Strategy 1 Details	Reviews			
Strategy 1: Each teacher will post weekly on class story with pictures and posts Strategy's Expected Result/Impact: increase in persistence and parent satisfaction survey Staff Responsible for Monitoring: School counselor Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Campus did not show parents what learning looked like on a day to day in classrooms Root Cause: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently
Problem Statement 2: Campus did not consistently build relationships with parents Root Cause: 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Goal 5: Increase student persistence

Performance Objective 3: By May 2023, there will be a 10% increase in the overall attendance of families at family engagement events.

Evaluation Data Sources: parent sign in sheets

Strategy 1 Details		Reviews			
Strategy 1: Host monthly grade level family engagement nights Strategy's Expected Result/Impact: increase in persistence Staff Responsible for Monitoring: grade level teams and lead team Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% Root Cause: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart
Perceptions
Problem Statement 2: Campus did not consistently build relationships with parents Root Cause: 1) Campus did not host any in person events 2) Campus lacked communication system that all parents used

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Billie Rodriguez	INTERVENTIONIST		1
Lourdes Jimenez	INTERVENTIONIST		1
Scarlett Miranda	INTERVENTIONIST		1

Math Committee

Committee Role	Name	Position
Classroom Teacher	Marissa Melguizo	K math teacher
Classroom Teacher	Americo Paredes	1st grade math teacher
Classroom Teacher	Vianka Jimenez	2nd grade math teacher
Classroom Teacher	Diana Hernandez	3rd grade math teacher
Classroom Teacher	Alda Jimenez	4th grade math teacher

ELA Committee

Committee Role	Name	Position
Classroom Teacher	Selina Loya	K ELA teacher
Classroom Teacher	Maria Parlatto	1st grade ELA teacher
Classroom Teacher	Allyson Garcia	2nd ELA teacher
Classroom Teacher	Crystal Perez	3rd ELA teacher
Classroom Teacher	Erica Garza	3rd ELA teacher
Classroom Teacher	Koral Flores	4th ELA teacher
Classroom Teacher	Veronica Martinez	4th ELA teacher

Humanities and Science Committee

Committee Role	Name	Position
Classroom Teacher	Vijay Kanuga	K SS and Sci teacher
Classroom Teacher	Georgina Galvan	1st SS and Sci teacher
Classroom Teacher	Karen Vasquez	2nd SS and Sci teacher
Classroom Teacher	Sandra Saldana	3rd SS and Sci teacher
Classroom Teacher	Alma Casas	4th SS and Sci teacher

RISE/ SPED Committee

Committee Role	Name	Position
Classroom Teacher	Cynthia Nevarez	RISE teacher
Classroom Teacher	Sonia Avalos	RISE teacher
Classroom Teacher	Ashley Palacios	SPED teacher
Classroom Teacher	Bianca Rubio	SPED teacher

Electives Committee

Committee Role	Name	Position
Classroom Teacher	Kenia DeLeon	AR facilitator
Classroom Teacher	Andres Alaniz	HotSpot Facilitator
Classroom Teacher	Julian Trevino	PE coach
Classroom Teacher	Jesus Moya	PE coteacher

TELPAS Committee

Committee Role	Name	Position
Classroom Teacher	Cristina Aguilar	K coteacher
Classroom Teacher	Erendira Gracia	1st coteacher
Administrator	Cristina Salinas	Asst principal of instruction and EL coordinator
Classroom Teacher	Rafael Diaz	ELA coteacher

STAFF Quality retention, recruitment committee

Committee Role	Name	Position
Classroom Teacher	Crystal Perez	ELA teacher
Administrator	Jesus Paz	APO
Classroom Teacher	Koral Flores	4th ELA teacher
Classroom Teacher	Cynthia Nevarez	RISE teacher

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Eliza Perez	school counselor
Classroom Teacher	Allyson Garcia	ELA teacher
Classroom Teacher	Jessica Magallanes	ELA teachers
Classroom Teacher	Vianka Jimenez	Math teacher

Family and Community Committee

Committee Role	Name	Position
Administrator	Diana Cavazos	Admin asst
Classroom Teacher	Marissa Melguizo	Math teacher
Classroom Teacher	Jacqueline Nevarez	RISE coteacher

DI and CSI Committee

Committee Role	Name	Position
Classroom Teacher	Ana Andrade	K DI teacher
Classroom Teacher	Jessica Magallanes	2nd DI teacher
Classroom Teacher	Johanna Barba	1st DI teacher
Classroom Teacher	Amanda Garcia	CSI teacher
Classroom Teacher	Ashley Lopez	2nd DI teacher

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Interventionist		\$0.00
3	2	3	Interventionist		\$0.00
3	3	3	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, 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>	Complete	Long form pending until purchase of program	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, Rentention, & 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	

IDEA Robindale Academy

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
1E	Science and Social Studies will be implemented fully in Kinder-5th grades.	S	ALL	All teachers and administrators	August 8-May 26	Science/Social Studies Curriculum	Lesson Plans and Teacher Observations	Unit Assessments
1H	Integrate Intervention with 3rd-5th graders reading 2 or more years below grade level	RR	ALL	Perla Alvarado	August 8-May 26	Decoding	Teacher Observation, DI Data Call	Renstar Testing
1E	Implement a literature based approach in 3rd-5th grade by purchasing novels for every scholar.	S	ALL	Dean Nguyen	August 8-May 26	Purchasing novels for each students for all modules	Lesson Plans and Teacher Observations	Interim Assessments and Biweekly Assessments
1E	Support all 1st-5th grade scholars in becoming word masters	RR	ALL	AR facilitator and reading teachers	August 8-May 26	myon	RR records, teacher observations	Interim assessments and AR quizzes
2B	Create attendance incentives on a monthly and quarterly basis	O	ALL	Administrators and grade level leaders	August 8-May 26	scholar incentives	Attendance records	EOY attendance
2A	Implement monthly and quarterly employee incentives and appreciation items	O	ALL	Administrators	August 8-May 26	appreciation incentives	monthly org health surveys	Org health survey
2C and 2B	Continue onboarding our new families and scholars to ensure their investment into our school	RR	ALL	Eliza Perez and Jesus Paz	August 8-May 26	none	teacher observations and onboarding tracker	Panorama family survey
2B	Implement ADA matrix for students with excessive absences	O	ALL	Administrators, teachers and SIS	August 8-May 26	ADA matrix	Attendance records and ADA matrix	Weekly attendance report
2B	Make daily phone calls for those students who are absent	O	ALL	Administrators, teachers and SIS	August 8-May 26	Administrators, teachers and SIS	Attendance records	Weekly attendance report
2A	Empower and train grade level leaders as instructional coaches to ensure teacher success across all grade levels	S	ALL	Administrators and grade level leaders	August 8-May 26	Grade level leader training, quarterly PTGs	monthly org health surveys	Org health survey
1G	Track DI data weekly through weekly targets and backwards plan	D	ALL	ALL teachers and Perla Alvarado	August 8-May 26	DI Online	Lesson Progress on DI online	PTG Quarterly and EOY DI Results
1E	Provide 1 to 1 technology for all students	O	ALL	Business Clerk and IT tech	August 8-May 26	Student Technology	Asset Panda	Asset Panda
1E	EL/EB students will practice speaking skills daily during imagine learning and content classes	O	ELL	Perla Alvarado, Dean Nguyen and Cristina Salinas	August 8-May 26	IL, teacher training and lesson plans incorporating speaking and listening practice	Observations	Mock data and TELPAS scores improve to 42% growth
1E	Utilize GLL's and content leaders to assist with culture and instructional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve

ACADEMY

[illegible]

[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

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Comprehensive Needs Assessment						
ACADEMY						
Data Sources: DI ELA & CSI						
	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters	
% Students Currently	68%	66%	83%	1%	83%	
% students at BOY	65%	2%	6%			
Reflections						
Areas of Strength			Areas of Need			
With new leader, there was better organization, clear expectations, and teachers feedback was taken into consideration.			Completing backwards plan at BOY and adjusting quarterly throughout the year as cohort. Getting feedback from manager/coach			
Consistent intervention across all grade levels and teachers collaborating to support each other's goals by teaching each other's groups.			Start CSI groups at BOY			
Starting interventions and tutorials at BOY.			Better parent communication consistently throughout the year.			

% Meeting CSI Goal	Reading
% CSI	47%
% of CSI Mock STAAR	40%

Solutions
Leader/Coach will do a PD quarterly to support teachers on completing backwards. Teachers will turn in deliverable for feedback. Leader/coach will give teachers feedback.
Having rosters ready with placements for first week of school.
Teachers and students updating binder trackers, communicating teacher/program changes and test notices.

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Comprehensive Needs Assessment ACADEMY				
Data Sources: IEP				
	RISE 1 IEP goals met	RISE 2 IEP goals met	RISE 3 IEP goals met	
% Students	85%	89%	90%	
Data Source: STAAR for SPED				
	STAAR Reading Grade 3	STAAR Reading Grade 4		
% Approaches	69	67		
% Meets	43	45		
% Masters	25	21		
SAS	45	44		
Data Source: CSI				
% Meeting CSI Goal	Reading	Math		
% CSI	47%	N/A		
% of CSI Passing STAAR	53%	N/A		
% of SPED Passing STAAR	3rd-88% 4th-17%	3rd-75% 4th-33%		

Reflections	
Areas of Strength	Areas of Need
Consistent daily communication and relationships between teachers and families	SpEd/Rise students did not consistently receive inclusion services due to absences, COVID and/or staffing.
Over 85% of IEP goals met in all RISE units.	Students in RISE had excessive absences and tardies.
Close teamwork and collaboration amongst all RISE units.	Schedule needs to be structured to give gen ed/SPED collab time.

Solutions
Create a schedule at BOY that includes T/S times for inclusion and who will support
Incentivizing ADA specifically for RISE and communication with parents on ADA escalation matrix
Create opportunity at BOY for teachers to collab on assigned collab time.

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Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	WW Kinder on Grade Level	WW First on Grade Level	WW Second on Grade Level	% Royal Readers	% Word Masters	
% Students	98%	89%	75%	89%	15%	
				RR Goal Met/Not Met	WM Goal Met/Not Met	
				Yes	Yes	
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4				
% Approaches	69	67				
% Meets	43	45				
% Masters	25	21				
SAS	45	44				
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (MOY Ren.)	47%					
% of CSI STAAR	53%					
% of SPED Passing STAAR	8/14=57%					

Reflections	
Areas of Strength	Areas of Need
Teacher and administration collaborated though daily exit ticket huddles, lesson rehearsals and LP feedback.	Campus did not prioritize who gets placed in CSI.
Teachers created and implemented test taking strategies, gave daily feedback to scholars on strategies and modified as needed.	Campus did not implement SWAMS this year
Teachers asked HOT questions to students so they could demonstrate their evidence through text.	Teachers need exemplar and coaching on how to support scholars with pacing during testing.

Solutions
Collaboration with SPED teacher and APIs on scheduling.
Add SWAM PD into scope and sequence for the year.
Using visual aids, verbal reminders & timers to remind students of time left during tests and assignments.

IDEA Robindale Academy

Comprehensive Needs Assessment ACADEMY					
Data Sources: Eureka Math & Electives Academy					
	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	100% Final exam	100% Final exam	100% Final Exam	66%	Met
Data Source: STAAR Academy					
	STAAR Math Grade 3	STAAR Math Grade 4	% Math Masters 3-4	3-4 MM Goal Met/Not Met	
% Approaches	62	66	64%	Met	
% Meets	29	40			
% Masters	11	17			
% Student Achievement Average	34	41			

Reflections	
Areas of Strength	Areas of Need
Teachers received coaching and feedback during lesson rehearsals that lead to growth.	Previously there was no math intervention during th
We started early tutorials for STAAR content in which lower grade math teachers supported also.	As a campus we need extra time to close gaps in ma grades
As a campus we had consistent daily data huddles that provided teachers time to reflect on who, how or what to reteach.	Time to collaborate with teachers of the same subje occur.

	Solutions
one day.	Hiring a math interventionist will help to close gaps.
math for lower	All grades have an academic block for small group reteach and remediation
ect did not	Meet with math team at least once a month for content meetings

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities K-4

	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
% Students SS	100% (95s tested)	97% (96s tested)	100% (116s tested)	47% (101s tested)	94% (101s tested)
% Students Sci	100% (95s tested)	100% (90s tested)	99% (110s tested)	92% (98s tested)	100% (103s tested)

Reflections

Areas of Strength	Areas of Need
Visuals/anchor charts help students understand material.	Not planning ahead of time for materials. Need to backwards plan.
Actively tracking student data/progress set up for success.	There was not enough class time due to imagine learning.
Hands on projects/activities help students on exams and with internalization.	Curriculum was not complete and uploaded.

Solutions
Ensuring all teachers inventory all books and have teachers voice if they have materials that are not theirs.
We will reduce time to 20 minutes in schedule.
Collaborating with other teachers to create and adjust lessons.

IDEA Robindale Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Electives

	% Royal Readers	% Word Masters		% MM	% MG	
% Students	89%	15%		65%	40%	
	RR Goal Met/Not Met	WM Goal Met/Not Met		MM Goal Met/Not Met	MG Goal Met/Not Met	
	Met	Met		Met	Met	

Reflections

Areas of Strength	Areas of Need
Consistent coaching, support and feedback from managers helped all electives meet their goals.	Teachers needed more time to plan and update trackers.
All electives had data driven progress, data board share out and targeting focus groups daily.	There was no plan on how to get CSI scholars to meet their electives goals.
Elective teachers celebrated students for meeting goals and growth.	Elective trackers were not consistently updated to inform parents of progress.

% Fitness Ambassadors
83%
Goal Met/Not Met
Met

Solutions
There will be a dedicated conference in the morning for elective teachers.
Have scholars go to electives on Friday if they meet their goal for the week.
Trackers will be in planners for electives.

IDEA Robindale Academy

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	21%	20%	21%	30%	58%
% Intermediate	39%	41%	44%	38%	
% Advanced	30%	28%	23%	23%	
% Advanced High	10%	11%	11%	10%	

Reflections

Areas of Strength	Areas of Need
Consistently implementing EL accommodations resulted in student growth.	Teachers need to incorporate more writing and typing in class.
Students gained strategies from Dr. E.T that they can continue to use.	Students did not implement reading strategies starting at BOY
Students practiced how to take TELPAS through a tutorial.	Teacher need to add differentiation strategies for ELs on their lesson plans and exemplars.

Solutions
Students will get typing practice in hotspot and be provided activities where they get the opportunity to write daily.
Teachers can show and review strategies at the boy so students can use them on test consistently throughout the year.
Teachers will incorporate strategies on their lesson plans and exemplars based on criteria for success.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	57%
% Instructional Support Retention	80%
% Teacher Retention	85.71%
% Campus Support Retention	100%
% SPED Teachers	80%
% State/National Certified Teachers	50%
% State Certified Leaders	40%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	312

Reflection	
Areas of Strength	Areas of Need
Lead team consistently celebrated staff through tangible items like food and gifts	Consistency with staff celebrations and recognitions is a focus.
Teacher felt supported due to manager commitment to coaching them through lesson rehearsals. lesson planning, co planning and feedback	Clear onboarding plan was not in place.
Lead team had an open door policy to support teachers.	Public recognition for staff was not consistent.

Solutions
Creating an operating mechanism weekly so teachers get celebrated through Friday huddles and aviator flight.
Have a clear onboarding plan that invests all staff.
Facebook page and during huddle to celebrate staff.

IDEA Robindale Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.67%
% Overall Persistence	93.12%
% New Student Persistence	91.67%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11.99%
% EB	46.91%
% Eco Dis	88.36%
% Migrant	0
% Race: American-Indian- Alaska-Native	0
% Asian	0.53%
% White-Hispanic	92.24%
% Multi	0
% Black-African-American	0.35%
% Native-Hawaiian-Pacific- Islander	0
% White	6.80%
% Male	48%
% Female	52%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
Consistent culture rounds with feedback weekly for teachers had a positive impact.	As a campus we need more frequent attendance celebrations for students.
Family enagaement events were a success to build relationships with parents for all grade levels and lead team.	Remind as a form of communication had incorrect information.
Parent response time on concerns was within 24 hours.	There was not enough fun activites for scholars to bring joy and celebrate scholars.

Solutions
Implement ADA celebrations monthly to celebrate scholars.
Implement Class Dojo for communication with parents
Incorporating joy schedule to include pep rallies quarterly, assemblies monthly and weekly morning flight.

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	96%
% Families Attended Achieving Excellence Night	86%
% Families Who Attended EOY Ceremonies	92%
% Families who attended Fall Festival	79%
% Families who attended Spring Festival	64%

Reflection	
Areas of Strength	Areas of Need
Family enagement events were a success to build relationships with parents for all grade levels and lead team.	As a campus we lacked investing parents by showing them what their scholars were doing during the day including celebrations.
EL family enagement events were a success.	As a campus, we did not consistently hold achieving excellence nights.
We share communication and parent weekly thorough Remind and Facebook and reach many families through those mediums.	As a campus we did not have enough opportunities for parents and grade levels to build relationships.

Solutions
SC will add photos of scholars on social media to celebrate them.
Have a driver for these meetings and schedule them at BOY.
Have a monthly family night event throughout the year.