

IDEA Public Schools
Ambrose & Freda Robinson Academy
2023-2024 Campus Improvement Plan



ADMIRALS

Public Presentation Date: August 24, 2023

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**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: IDEA achieves an A Rating	13
Goal 2: Increase student persistence	19
Goal 3: Increase student daily attendance	22
Goal 4: Increase staff retention	24
Goal 5: Increase student enrollment (no required performance objectives/strategies)	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Robinson Academy is a public charter school located on the west side of San Antonio that currently provides high quality education for grades K-5 in the San Antonio Region. Our mission is to ensure that we are closing the achievement gap by getting scholars to achieve academic success by having scholars end the year on or above grade level year after year and to ensure mastery on all state assessments. Doing so, ensures we are fulfilling our mission of 100% of our scholars getting to and through college.

Demographics Strengths

We serve a diverse group of families and scholars that ensures we are providing scholars the opportunity to grow and learn about different cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lead teacher staff retention ended at 70%. **Root Cause:** Lack of training on work life balance and how to stay organized and on task to meet deadlines and expectations.

Problem Statement 2 (Prioritized): Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. **Root Cause:** Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Student Learning

Student Learning Summary

For the 22-23 school year we served K-2 scholars. Our driving goal was to ensure that we had at least 90% of our K-2 scholars end the school year on or above grade level in Reading. Our campus ended with an on track status of 82%. Other instructional goals have been to hit at least 90/60/30 on our district EOY Final exams. Math achievement was at 95/79/65. ELA achievement was at 86/78/48. Science was at 82/67/45. Social Studies was at 93/84/39.

Student Learning Strengths

Our campus strengths are within our Direct Instruction and Math achievement as scholars made growth in their reading skills this year, and we exceeded 90/60/30 in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus goal is to have 90% of all K-2 scholars end the year on grade level in our Direct Instruction program. We only had 84% of scholars meet goal by the last day of school. **Root Cause:** We failed to incorporate daily interventions at the beginning of the school year.

Problem Statement 2 (Prioritized): Our scholars struggled to express complete thoughts on paper when writing was required. **Root Cause:** We did not train teachers on accountable talk and writing expectations until 2nd semester.

School Processes & Programs

School Processes & Programs Summary

All instructional staff are provided the necessary training to effectively deliver their content specific subjects before the school year begins. Instructional staff engage in year long professional envelopment led by campus Principals or Assistant Principals to enhance their skills to ensure academic results are met. Leaders engage in their own leadership development to ensure they are coaching and providing consistent feedback to staff. All stakeholders are required to consistently communicate with each other to support our scholars learning and behavioral needs and to adjust as needed.

School Processes & Programs Strengths

1. Our campus consistently follows and engages in district safety protocols that ensures the safety of our scholars, staff, and community.
2. We have strong operating mechanisms in place for lesson plan submission, parent communication expectations, and professional development opportunities based on campus needs.
3. We provide our staff the opportunity to consistently give upward feedback on concerns or recommended changes to support campus culture.
4. We provide our community with monthly engagement events to build strong partnerships.
5. We have consistent feedback operating mechanisms to support our teachers ongoing professional development.
6. We make data driven decisions by analyzing scholar data weekly and enact changes when needed to support our mission.
7. We have a strong operating mechanism to celebrate staff regularly to build relationships, investment and trust.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2. **Root Cause:** We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 2 (Prioritized): Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause:** We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Perceptions

Perceptions Summary

For the 22-23 school year we had an employee satisfaction survey result of 81% and as per district this was meeting goal for ensuring we are creating a great place to work for employees. Robinson AC also had a parent satisfaction survey results of 4.4 out of a 5 point scale. Our campus staff retention for all staff stood at 90.32%. Robinson also engaged in recruitment business partnerships to secure new scholars year round. Our overall scholar persistence for the 22-23 school year ended at 86.4% on the last day of school.

Perceptions Strengths

1. Robinson Academy teachers consistently met our campus expectation for weekly parent communication.
2. Our school community was informed of engagement events at least 4 weeks in advance to promote team and family.
3. We held weekly campus tours for any current or new prospective family to engage with campus principal and other lead team members.
4. We used various communication platforms to engage with parents.
5. We celebrated scholars consistently with using a school wide token system to promote positive behaviors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We had 12 leavers for campus culture for the 22-23 school year due to communication. **Root Cause:** Staff did not respond to parent concerns within 24 hours consistently and we did not have an operating mechanism in place to track 24 hour communication response time to support accountability with staff.

Problem Statement 2 (Prioritized): We had 359 tier 2 or tier 3 level behavior infractions for this school year. **Root Cause:** Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Priority Problem Statements

Problem Statement 1: Lead teacher staff retention ended at 70%.

Root Cause 1: Lack of training on work life balance and how to stay organized and on task to meet deadlines and expectations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus goal is to have 90% of all K-2 scholars end the year on grade level in our Direct Instruction program. We only had 84% of scholars meet goal by the last day of school.

Root Cause 2: We failed to incorporate daily interventions at the beginning of the school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We had 12 leavers for campus culture for the 22-23 school year due to communication.

Root Cause 3: Staff did not respond to parent concerns within 24 hours consistently and we did not have an operating mechanism in place to track 24 hour communication response time to support accountability with staff.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2.

Root Cause 4: We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets.

Root Cause 5: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our scholars struggled to express complete thoughts on paper when writing was required.

Root Cause 6: We did not train teachers on accountable talk and writing expectations until 2nd semester.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year.

Root Cause 7: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We had 359 tier 2 or tier 3 level behavior infractions for this school year.

Root Cause 8: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

Goals






Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: District Mock Exams
Mini Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars who fall between the does not meet or approraches categories for STAAR reading resultes will attend AM or PM extended school day tutorial sessions.</p> <p>Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade reading.</p> <p>Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay for Staff - Title I, Part A (4120) - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. Root Cause: We did not train teachers on accountable talk and writing expectations until 2nd semester.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 58% to 60% in Spring 2024 (HB3)

Evaluation Data Sources: District Mock Exams
Mini Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars who fall between the does not meet or approaches categories for STAAR Math results will attend AM or PM extended school day tutorial sessions.</p> <p>Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade Math.</p> <p>Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplemental online curriculum resources - Title I, Part A (4120) - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. Root Cause: We did not train teachers on accountable talk and writing expectations until 2nd semester.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS







Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will engage in strategic tutoring sessions with our ELL coordinator and EL teachers increase or maintain their proficiency.</p> <p>Strategy's Expected Result/Impact: 40% of scholars that take TELPAS will maintain or increase their proficiency levels.</p> <p>Staff Responsible for Monitoring: Principal, TC and EL coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>5%</p>	 <p>10%</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. Root Cause: We did not train teachers on accountable talk and writing expectations until 2nd semester.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 100% of AC identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
<p>Strategy 1: TEK aligned instruction provided during non-core content instructional time daily. Strategy's Expected Result/Impact: 100% of HB4545 scholars meet their required minutes. Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Extra duty pay for staff - Title I, Part A (4120) - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

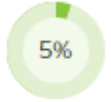





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. Root Cause: We did not train teachers on accountable talk and writing expectations until 2nd semester.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 50% of AC SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District MOCK exams
Mini benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide in class supports of SPED scholars. Strategy's Expected Result/Impact: 50% of SPED scholars attain approaches status in STAAR.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:






School Processes & Programs
<p>Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. Root Cause: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.</p>

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IDEA Robinson Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Evaluation Data Sources: District MOCK exams
Mini Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately</p> <p>Strategy's Expected Result/Impact: Achieve 90/60/30 in approaches/meets/masters</p> <p>Staff Responsible for Monitoring: Principal, teachers, APIs Testing coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 2: Our scholars struggled to express complete thoughts on paper when writing was required. Root Cause: We did not train teachers on accountable talk and writing expectations until 2nd semester.</p>

Goal 2: Increase student persistence

Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Evaluation Data Sources: Campus quarterly safety walkthroughs/evaluations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly campus safety walkthroughs. Strategy's Expected Result/Impact: Campus will be rated at proficient or higher in campus score card. Staff Responsible for Monitoring: Principal and APO.</p> <p>Title I: 2.5, 2.6 Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. Root Cause: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.</p>







Goal 2: Increase student persistence

Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Attendance tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: 100% compliance with Title 1 Family Engagement requirements.</p> <p>Staff Responsible for Monitoring: Principal and School Counselor</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Materials for parent engagement events - Title I, Part A (4120) - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>40%</p>		
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. Root Cause: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.</p>

Goal 2: Increase student persistence

Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Attendance Tracker






Strategy 1 Details	Reviews			
<p>Strategy 1: Have scholars engage in the Anti-Bullying and Safer, Smarter Schools Curriculum during designated electives times at least a month before deadline.</p> <p>Strategy's Expected Result/Impact: 100% of scholars complete Anti-Bullying and Safer, Smarter Schools Curriculum.</p> <p>Staff Responsible for Monitoring: Principal and School Counselor</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Robinson Academy did not meet enrollment for the 22-23 school year. We ended the school year with only 305 scholars out of the 360 needed to meet enrollment targets. Root Cause: Lack of consistent accountability with our tier 1 behavior system and effective teacher/parent communication which led to scholars leaving our campus due to culture reasons.</p>

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district tracking platform to track MVPA minutes. Strategy's Expected Result/Impact: 100% of scholars will meet their MVPA minutes by the end of the school year. Staff Responsible for Monitoring: Principal, API, and Campus PE teacher</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:


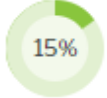




Perceptions
<p>Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. Root Cause: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.</p>

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Robinson AC will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: LOCUS dashboard
ADA Matrix Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote campus wide ADA incentives in all parent communication platforms. Strategy's Expected Result/Impact: Scholars will be present everyday and the campus will meet ADA goal.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Perceptions 2 Funding Sources: ADA incentives for scholars - Title I, Part A (4120) - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. Root Cause: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.</p>








Goal 4: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority

Evaluation Data Sources: District completion reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Set campus specific calendar invite deadlines two weeks in advance of any staff development cycle district deadline.</p> <p>Strategy's Expected Result/Impact: 100% of full time staff will complete all staff development requirements.</p> <p>Staff Responsible for Monitoring: Principal.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: 90% of my staff will be rated Proficient in GET strands by the end of year.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs







Problem Statement 1: Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2. **Root Cause:** We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability.

Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. **Root Cause:** We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Robinson AC is 85% staffed for all teacher positions throughout the 2023-24 school year.
 Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Sources: Locus Dashboards

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria. Strategy's Expected Result/Impact: Retain 85% of Robinson AC staff for the 23-24 school year. Staff Responsible for Monitoring: Principal.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







School Processes & Programs
<p>Problem Statement 2: Our special population scholars on grade level status for Direct Instruction for K-2 landed at 58% on track for the 22-23 school year. Root Cause: We did not retain 100% of SPED staff which led to scholars not all necessary supports for the school year.</p>

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IDEA Robinson AC will meet be 100% scholar enrollment for the 23-24 school year by the 11th day of school.

High Priority

Evaluation Data Sources: STREAM dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Have targeted weekly recruitment efforts to attract applications. Strategy's Expected Result/Impact: 100% AC enrollment by 11th day of school. Staff Responsible for Monitoring: Principal and APO</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Perceptions 2 Funding Sources: Extra Duty Pay - Title I, Part A (4120) - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: We had 359 tier 2 or tier 3 level behavior infractions for this school year. Root Cause: Teachers did not consistently follow through with our Tier 1 behavior plan for all scholars.</p>

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay for Staff		\$5,000.00
1	2	1	Supplemental online curriculum rescouces		\$3,000.00
1	4	1	Extra duty pay for staff		\$5,000.00
2	2	1	Materials for parent engagement events		\$5,000.00
3	2	1	ADA incentives for scholars		\$2,000.00
5	1	1	Extra Duty Pay		\$10,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$1,256.47
+/- Difference					-\$28,743.53
Grand Total Budgeted					\$1,256.47
Grand Total Spent					\$30,000.00
+/- Difference					-\$28,743.53