

IDEA Public Schools
Riverview Academy
2023-2024 Campus Improvement Plan



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**

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Comprehensive Needs Assessment

Revised/Approved: September 1, 2023

Demographics

Demographics Summary

We are an Elementary Kinder-5th grades school. Our enrollment is of 823 students with 99% of them being Hispanic. 96% of our students are economically disadvantaged. 78% of them are English Learners and 4% of our total population receive special education services.

Demographics Strengths

We are proud to report that our staff retention rates continue to be consistently over 85% for the past 4 years.

We are also proud to report that our attendance continues to improve after very difficult years of pandemic. Although our campus did not meet the district attendance goal of 97%, we continue to average above the district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance.

Root Cause: There is a lack of parental investment in student learning and progress.

Problem Statement 2: There is a need to increase parent investment. **Root Cause:** During COVID, there were limited visitors allowed on campus for both safety and health reasons. School did not transition back to pre-covid systems for campus visitors and events.

Student Learning

Student Learning Summary

IDEA Riverview Academy state accountability rating showed an increase from ___ to ___ with 99% student participation. Our current student achievement score is 56, which remained the same amount of points from las year.

The information below is pending State's release of information.

___ % of our students met growth goal for ELAR and ___% met growth goal for Math in Domain 2A giving us ___ total points. IDEA Riverview Academy students made significant gains in performance levels giving us a total of ___ points for Domain 2B. In Domain 3, we met ___ out of ___ categories in ELAR and ___ out of ___ categories in Math. ___% of Our English Language Learners made at least one year progress in TELPAS.

With the overall results, we saw an increase of 8 SAS points on Math results, and a decrease of 3 SAS points in ELAR, and 5 SAS points in Science.

For our non-state curriculum, we performed as follows:

	DI (Summer results)	ELA	MATH	WRITING	SOCIAL STUDIES	SCIENCE
PK	100%	100%	100%			
K	88%	96/93/86 (SAS: 92)	95/86/63 (SAS 81)		93/85/63 (SAS 80)	92/73/33 (SAS 66)
1	70%	97/86/58 (SAS: 80)	96/88/39 (SAS 74)		100/85/40 (SAS 75)	100/94/58 (SAS 84)
2	87%	100/97/65 (SAS:87)	82/66/39 (SAS 62)		94/87/64 (SAS 82)	94/76/40 (SAS 70)
3				86/60/33 (SAS 60)	94/71/45 (SAS 70)	85/60/25 (SAS 57)
4				89/60/39 (SAS 63)	80/75/58 (SAS 71)	94/59/35 (SAS 63)
5					91/68/50 (SAS 70)	
Overall		98/93/70 (SAS 87)	91/80/47 (SAS 73)	88/60/72 (SAS 73)	92/79/53 (SAS 75)	93/72/38 (SAS 68)

Our campus RenStar data showed an increase of 13% in Reading, and 28% in Math from BOY to EOY in 1st-5th Grades. Although some grade levels show growth, growth was minimal and not aligned with district/state exams or other progress measure programs.

Regarding our K-2nd students

Our overall DI Reading data showed 88% of students finished on or above grade level.

Math assessments demonstrate that 91% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Reading assessments demonstrate that 98% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Writing assessments demonstrate that 88% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Science assessments demonstrate that 93% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Social Studies assessments demonstrate that 92% of our students ended the year on/above grade level and the rest need additional support in readiness for the next grade level.

Student Learning Strengths

There has been a quick turnaround for students receiving RTI and teachers implementing interventions. We service students during academic block, electives, and intervention in order to close identified gaps. Instruction is appropriate and rigorous across grade levels.

Students show investment in Social Studies and Science projects implemented throughout the year.

Reading and Math gaps are identified and targeted during small group intervention to close gaps on high leverage TEKS that have not been mastered.

Students are able to make connections, articulate, and provide evidence through class discussions during Reading instruction.

The Math intervention plan we rolled out this year showed gains in State assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. **Root Cause:** Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 2 (Prioritized): There is a need to build student writing development in K-2nd. **Root Cause:** Inconsistent coaching and expectations for utilization of given curriculum/resources.

Problem Statement 3 (Prioritized): Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause:** Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

School Processes & Programs

School Processes & Programs Summary

In K-2nd grade, our students receive instruction on their reading level, based on the curriculum provided by our district, Direct Instruction. Our district also provides the curriculums for core content: ELAR (Wit and Wisdom), Mathematics (Eureka), Social Studies (Insight), and Science (Amplify). The curriculum needs to be aligned with TEKs to ensure students are prepared for the State exam.

Technology is implemented in every class on a daily basis. All campus, district, and state exams are proctored online. Teachers use technology to enhance daily lessons and be able to observe students' thinking processes as they are working, they provide immediate feedback as they monitor.

Ongoing Professional Development (2 Mondays every month) is provided for our teachers and leaders, based on campus trends and individual needs of development. Our campus offers opportunities for teachers who aspire to be leaders to be trained and practice leadership skills by joining administrators during weekly observations, identifying the most pressing problem (MPP), diagnosing, and coaching other teachers.

Leaders follow a core calendar where they reflect their daily/weekly/monthly priorities. We have operating mechanisms that allow leaders to communicate on instructional and operational decisions, cascading, and follow up in communication.

Weekly observations are scheduled to provide a full coaching cycle for teachers/leaders, this includes on the spot coaching and coaching/data conversations. TeachBoost is the platform used to archive all teacher observations.

Teachers and leaders engage in daily ADA calls to parents.

"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 learning 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.

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).
- IDEA has begun a dyslexia training for leaders through cohorts.
- IDEA submitted an 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 3.7/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 3.8/5 on the statement "My school hold my child to high academic standards"
- IDEA parents rate IDEA as 3.8/5 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 it's 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: There are inconsistencies in operating mechanisms for school-wide systems. **Root Cause:** There is a need to create clear roles and responsibilities for our campus systems.

Problem Statement 2 (Prioritized): Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause:** During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Problem Statement 3 (Prioritized): Teacher Development is affected by the lack of timely and effective feedback **Root Cause:** Inconsistencies in amount of observations

Perceptions

Perceptions Summary

Our campus has continuously met staff retention each year with more than 85% of our staff returning to IDEA Riverview Academy. Our parents have an opportunity to communicate with teachers and administration through established communication systems (Remind, Class Dojo, TEAMS). There has been a decrease in parental involvement in the past two years due to COVID. There has also been a decrease in family survey feedback now that the survey is 100% digital and many parents prefer paper option for survey completion.

Perceptions Strengths

- 1.) 100% staff trained and responsive to safety measures.
- 2.) SEL curriculum Move This World implemented across K-12 throughout the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. **Root Cause:** Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Problem Statement 2 (Prioritized): Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause:** Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Problem Statement 3: Create pathways to engage and support the community. **Root Cause:** COVID 19 caused social interactions to decline, lack of staff motivation to participate in after hour events, recent HQ restrictions to funding and participation.

Priority Problem Statements

Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance.

Root Cause 1: There is a lack of parental investment in student learning and progress.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR.

Root Cause 2: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to build student writing development in K-2nd.

Root Cause 3: Inconsistent coaching and expectations for utilization of given curriculum/resources.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Minimal opportunities are provided for parent involvement to improve student achievement.

Root Cause 4: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher Development is affected by the lack of timely and effective feedback

Root Cause 5: Inconsistencies in amount of observations

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support.

Root Cause 6: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders.

Root Cause 7: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Leaders are looking at single data points to identify student learning gaps and how to address them.

Root Cause 8: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

Problem Statement 8 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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation 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.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other 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



Goals

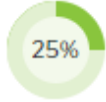





Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

Evaluation Data Sources: CP Trackers where official and practice test scores are tracked

Strategy 1 Details	Reviews			
Strategy 1: Track academic progress of students in all grade levels (K-5th) to build a strong foundation in Reading and Math. Strategy's Expected Result/Impact: Timely adjustments of instruction and intervention for students. Increasing academic achievement to produce college readiness Staff Responsible for Monitoring: Lead team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Hold quarterly parent conferences with parents of students who are at risk of failing. Strategy's Expected Result/Impact: Increase parental awareness on student's performance and increase support. Staff Responsible for Monitoring: Grade level teachers and Grade Level Administrator Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
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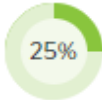





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. Root Cause: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Sources: CCMR Trackers that keep track of TSI scores and contents that each student has mastered

Strategy 1 Details		Reviews			
Strategy 1: Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness Strategy's Expected Result/Impact: Monitor the progress on the foundational skills in Reading and Math. Staff Responsible for Monitoring: Teachers an Assistant Principals of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given. Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

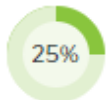

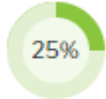

Goal 2: IDEA achieves an A Rating



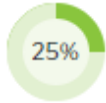





Performance Objective 1: IRA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from district data dashboard (Locus)

Strategy 1 Details	Reviews			
Strategy 1: Implement school wide reading and comprehension strategies that are targeted to support readiness for STAAR. Strategy's Expected Result/Impact: Students will be able to respond to grade level text applying learned strategies. Staff Responsible for Monitoring: Assistant Principal of Instruction Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track student data aligned to State Accountability System (Domain I, II, III) Strategy's Expected Result/Impact: Students meet individual performance goal in Domain 3 Staff Responsible for Monitoring: Reading teachers, Assistant Principals of Instruction, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice Strategy's Expected Result/Impact: Increase parental awareness on students' progress and ability to to support their child. Staff Responsible for Monitoring: Assistant Principal of Instruction, Principal Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: Materials for parents for reading curriculum night - Title I, Part A (4120) - PAR - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Early identification of students (end of Q1) in need of extra support provided during the day. Strategy's Expected Result/Impact: Students will be able to close gaps in foundational skills. Staff Responsible for Monitoring: Assistant Principal of Instruction, Teacher, and Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
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Problem Statement 2: There is a need to build student writing development in K-2nd. Root Cause: Inconsistent coaching and expectations for utilization of given curriculum/ resources.
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. Root Cause: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

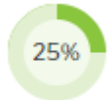



Goal 2: IDEA achieves an A Rating









Performance Objective 2: IRA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 50% to 52% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessment data from district data dashboard (Locus)

Strategy 1 Details	Reviews			
Strategy 1: Strategic use of the Hotspot time to increase math results in 3-5 Strategy's Expected Result/Impact: Students working on individualized targeted skills to improve math performance Staff Responsible for Monitoring: Assistant Principal of Instruction. Math Teachers, Hot Spot Facilitator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track student data aligned to State Accountability System (Domain I, II, III) Strategy's Expected Result/Impact: Students meet individual performance goal in Domain 3 Staff Responsible for Monitoring: Math teachers, Assistant Principals of Instruction, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: STAAR progress towards goals parent meetings to discuss student progress and STAAR 2.0 strategies that include models and hands-on practice Strategy's Expected Result/Impact: Increase parental awareness on students' progress and ability to to support their child. Staff Responsible for Monitoring: Assistant Principal of Instruction, Principal Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 2 Funding Sources: Materials for parents for math curriculum night - Title I, Part A (4120) - PAR - \$1,000	Formative			Summative
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Student Learning

Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. **Root Cause:** Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.

School Processes & Programs

Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. **Root Cause:** During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.

Perceptions

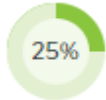

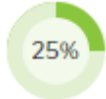

Problem Statement 2: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. **Root Cause:** Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."







Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Summit K-12 usage reports, Imagine Learning playlists' progress

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all teachers on EL instructional best practices Strategy's Expected Result/Impact: Teachers have the necessary tools to provide support to students Staff Responsible for Monitoring: EB Coordinator with Lead team support Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan EL differentiation in lesson plans and execute during classroom instruction Strategy's Expected Result/Impact: Students increase a proficiency level in TELPAS and meet the EL targets in Domain III Staff Responsible for Monitoring: EB Coordinator, Assistant Principals, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement instructional rounds focusing on high-impact instructional strategies that are geared towards EB students, Strategy's Expected Result/Impact: All four language domains evident in weekly lesson plans and evaluated weekly, reported to API to analyze during each weekly PTG data analysis. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

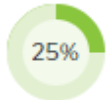







Student Learning
Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 2: There is a need to build student writing development in K-2nd. Root Cause: Inconsistent coaching and expectations for utilization of given curriculum/resources.
School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback Root Cause: Inconsistencies in amount of observations

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 PowerSchool progress reports, tutorial sign-in sheets, intervention rosters

Strategy 1 Details	Reviews			
Strategy 1: Provide strategic intervention to 100% of HB4545 students during, afterschool, and Saturday tutorials Strategy's Expected Result/Impact: 100% of students meet the Accelerated Instruction Minutes Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, and Principal Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 Funding Sources: Supplemental instruction resources - Title I, Part A (4120) - PAR - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed Strategy's Expected Result/Impact: 100% of students meet the Accelerated Instruction Minutes Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, and Principal Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

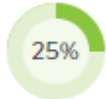

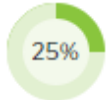





Student Learning
<p>Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.</p> <p>Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Formative assessment data (LOCUS), progress report meetings, Instructional rounds for SPED

Strategy 1 Details	Reviews			
Strategy 1: Intentional SPED differentiation planning in lessons Strategy's Expected Result/Impact: Students receive instruction that will help them meet the standards on the state exam. Staff Responsible for Monitoring: SpEd teacher, content teacher, Assistant principal of Instruction, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor and track SpEd students performance on weekly assessments Strategy's Expected Result/Impact: Respond to needs of students by adjusting instruction and support Staff Responsible for Monitoring: SpEd Teacher, Teacher, Assistant Principal of Instruction, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:



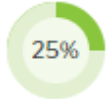





Student Learning
<p>Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.</p> <p>Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School 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 assessment data

Strategy 1 Details	Reviews			
Strategy 1: Track each students' performance in domains 1-3 by using Locus dashboard and respond to data appropriately. Strategy's Expected Result/Impact: Achieve a 90 60 30 in approaches, meets, and masters by the STAAR testing Staff Responsible for Monitoring: Assistant Principal of Instruction for Math and Reading Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrating students milestones achievement by Quarter Strategy's Expected Result/Impact: Students investment on their goals Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, and Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. Root Cause: There is a lack of parental investment in student learning and progress.
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. Root Cause: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
Strategy 1: Execute monthly Campus Crisis Team meetings and review safety drill data, scenario debrief, and safety score card information Strategy's Expected Result/Impact: Leveraging our CCT team to prepare for potential crisis will ensure we are meeting safety scorecard expectations. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide going professional development for staff Strategy's Expected Result/Impact: 100% of staff will be able to comply on every safety drill on campus Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture 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: Teacher Development is affected by the lack of timely and effective feedback Root Cause: Inconsistencies in amount of observations
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. Root Cause: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 3: Increase student persistence

Performance Objective 2: IRA: 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))

Evaluation Data Sources: Panorama survey and quarterly parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Strategy's Expected Result/Impact: 10% increase in Panorama Results and surveys Staff Responsible for Monitoring: Student Success Advisor Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - 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 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. Root Cause: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.
Perceptions
Problem Statement 2: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. Root Cause: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Goal 3: Increase student persistence

Performance Objective 3: IRA: 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: District tracker

Strategy 1 Details	Reviews			
Strategy 1: Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting Strategy's Expected Result/Impact: 100% completion of Anti-Bullying and Safer, Smarter School curriculum by deadline Staff Responsible for Monitoring: Student Success Advisor, Principal, and Assistant Principal of Instruction Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

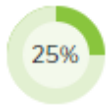





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback Root Cause: Inconsistencies in amount of observations
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. Root Cause: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students.

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: IHT report in our district dashboard

Strategy 1 Details	Reviews			
Strategy 1: Track MVPA minutes weekly using the MVPA dashboard and identify students that are off track and at risk of not meeting minutes. Strategy's Expected Result/Impact: 100% of students will meet their MVPA goal Staff Responsible for Monitoring: PE Coach, PE co-teacher, and Assistant Principal of Instruction Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Instructional materials to track minutes - Title I, Part A (4120) - PAR - \$457.37	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

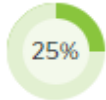



Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. Root Cause: There is a lack of parental investment in student learning and progress.
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.







Goal 4: Increase student daily attendance

Performance Objective 2: IRA & CP: IDEA Riverview Academy will achieve a 96% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: Daily attendance reports and ADA Escalation Matrix.

Strategy 1 Details		Reviews			
Strategy 1: All teaching staff will execute daily care calls for students that are absent reporting the reason why student is out in the Daily Attendance Log Strategy's Expected Result/Impact: Build investment with families, providing a message that attendance is highly important Staff Responsible for Monitoring: Teachers, Assistant Principal of Operations, SIS Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Execute escalation matrix at all levels for chronically absent students. Strategy's Expected Result/Impact: Targeting chronically absent students and reducing the amount will increase overall daily attendance to increase a 1% yearly ADA from last year. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Weekly celebration of the highest grade levels with ADA Strategy's Expected Result/Impact: Promote student investment and meet ADA yearly target. Staff Responsible for Monitoring: Assistant Principal of Operations, SIS, Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
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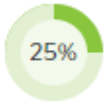





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below the district goal of 97%, which impacts instruction. There is a need to improve student attendance. Root Cause: There is a lack of parental investment in student learning and progress.
Student Learning
Problem Statement 3: Leaders are looking at single data points to identify student learning gaps and how to address them. Root Cause: Leaders are prioritizing district deadlines and trainings which limits analyzing overall data points.
School Processes & Programs
Problem Statement 2: Minimal opportunities are provided for parent involvement to improve student achievement. Root Cause: During COVID, there were limited visitors allowed on campus for both safety and health reasons. Our campus did not transition back to pre-covid systems for campus visitors and events.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of all learners because there is an increase in students needing social emotional support. Root Cause: Besides the resources that are provided by the district, we need supplemental resources to meet the social emotional needs of our students. Problem Statement 2: Low parent participation in school wide surveys leading to insufficient feedback that impacts investment in stakeholders. Root Cause: Parent communication is not consistent due to parents not updating contact information which is directly connected to the leading source of communication "Remind."

Goal 5: 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.

Evaluation Data Sources: Cornerstone

Strategy 1 Details		Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: 100% of staff comply on each round Staff Responsible for Monitoring: Performance Manager Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction 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: Teacher Development is affected by the lack of timely and effective feedback Root Cause: Inconsistencies in amount of observations

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Riverview is 100% 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

High Priority
Evaluation Data Sources: Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%	<div><div></div></div> 50%		
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase ELAR and Math performance in STAAR. Root Cause: Inconsistent coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.</p> <p>Problem Statement 2: There is a need to build student writing development in K-2nd. Root Cause: Inconsistent coaching and expectations for utilization of given curriculum/ resources.</p>
School Processes & Programs
<p>Problem Statement 3: Teacher Development is affected by the lack of timely and effective feedback Root Cause: Inconsistencies in amount of observations</p>

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Materials for parents for reading curriculum night	PAR	\$1,000.00
2	2	3	Materials for parents for math curriculum night	PAR	\$1,000.00
2	4	1	Supplemental instruction resources	PAR	\$1,500.00
4	1	1	Instructional materials to track minutes	PAR	\$457.37
Sub-Total					\$3,957.37
Budgeted Fund Source Amount					\$3,957.37
+/- Difference					\$0.00
Grand Total Budgeted					\$3,957.37
Grand Total Spent					\$3,957.37
+/- Difference					\$0.00