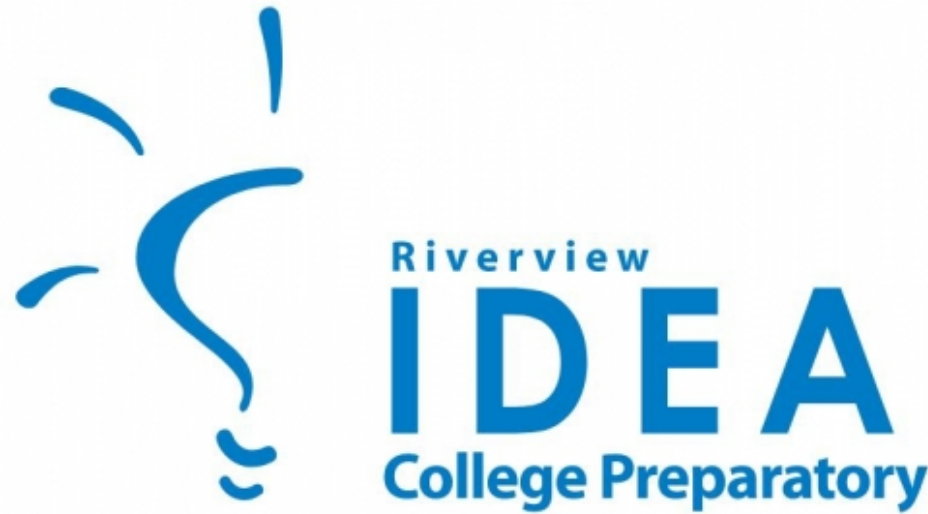


IDEA Public Schools
Riverview College Prep
2023-2024 Improvement Plan



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**

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: 100% of IDEA Riverview College Prep students matriculate to college.	13
Goal 2: IDEA Riverview College Prep achieves an A Rating	16
Goal 3: Increase student persistence	28
Goal 4: Increase student daily attendance	34
Goal 5: Increase staff retention	37
Campus Funding Summary	41

Comprehensive Needs Assessment

Revised/Approved: September 13, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

See CNA attached in Plan Addendum.

Demographics

Demographics Summary

IDEA Riverview College Preparatory is an open enrollment public charter school that serves students in grades 6th through 12th. IDEA Riverview College Preparatory serves a total of 744 students, ranging in ages 11 to 19. Special programs offered at IDEA Riverview College Preparatory include: CTE, Special Education, and Athletics. IDEA Riverview College Preparatory is a designated T-STEM Academy, serving 100% of students in grades 9 through 12 as follows:

- 98.7% of students are Hispanic
- 1.3% of students are White
- 95.6% of students are Economically Disadvantaged
- 6.3% of students are served in the Special Education program
- 52.7% of students are Emergent Bilingual/English Learners

Demographics Strengths

See CNA attachment in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause:** There has been an increase in illness, which has caused issues with attendance.

Problem Statement 2: A large percentage of our Emergent Bilingual (EB) students are not passing their English I and English II EOC's. **Root Cause:** Instruction does not include cross-content opportunities for writing due to lack of training and knowledge amongst instructional staff.

Student Learning

Student Learning Summary

- IDEA Riverview College Preparatory earned an A Rating from TEA, specifically a 97 out of 100, and the following outcomes in each domain:
 - Domain I: Student Achievement - 90 out of 100
 - Domain II: School Progress - 96 out of 100
 - Domain III: Closing the Gaps - 100 out of 100

Data from Domain III indicates that 100% of our demographic groups met academic achievement and academic growth targets.

Riverview College Preparatory performed in the top quartile in their comparative group, having earned the following distinctions:

- Academic Achievement in English/Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

In the past, IDEA Riverview College Preparatory did not receive accountability ratings in 2019 - 2020 and 2020 - 2021, due to the COVID-19 pandemic. An A Rating was earned in 2018 - 2019.

In terms of CCMR, we had 93% of our Class of 2022 meeting a CCMR indicator, for either being TSI Exempt, passing an AP Exam, obtaining an Industry Based Certification, or completing an OnRamps Dual Enrollment Course.

See PDF in Addendum for more information.

Student Learning Strengths

See CNA attached in Plan Addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase writing proficiency amongst all of our students. **Root Cause:** Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Problem Statement 2: There has been little to no growth in the areas of English I and English II EOC results. **Root Cause:** Inconsistent collaboration amongst ELA content

teachers and special population support teachers has led to lower outcomes for our Special Education students and EB's in these areas.

School Processes & Programs

School Processes & Programs Summary

Actions that we take to support powerful teaching and learning on our campus include teacher development. We complete the OCS (outcomes, causes, and solutions) to help our teachers grow and develop. We follow the coaching cycle. At our campus, we observe our teachers diagnose the most pressing problems. After the observation, we plan a check-in meeting to give the action steps that will assist with understanding the feedback and improve their teaching skills. The last part of the cycle is the follow-up. In the follow-up, leaders observe the teachers see if they mastered the skills. If teachers did not master the skills, the leaders provided lesson rehearsals to assist with practice and feedback. Leaders plan for professional development to address the root cause of low performance when there is a downward performance trend in teacher practices. For example, if there is a trend of lack of classroom management, leaders plan classroom management professional development to focus on this gap.

School Processes & Programs Strengths

See CNA attachment in Plan Addendum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase social emotional support for our students. **Root Cause:** Our campus behavior policies are reactive, and not proactive. We need to build systems to support and affirm students' emotional well-being.

Problem Statement 2: There is a need to increase access to site visits and experiential learning for students. **Root Cause:** Our campus has not prioritized these areas as we have prioritized academic supports in light of Covid-19.

Perceptions

Perceptions Summary

-How are parent/guardian/community participation rates measured?

*Parent/guardian/community participation is measured through sign-in sheets at the entrance of every event

-Are there any barriers that prevent participation by parents/guardians/community?

*Afterschool hours: parents get out of work late and cannot make it to the meeting

*Not enough reminders to support with parents/guardians/community participation

Perceptions Strengths

See CNA attached in Plan addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase sense of belonging on campus. **Root Cause:** Campus lack of mechanisms that help students feel celebrated, accepted and safe.

Problem Statement 2 (Prioritized): There is a low participation of parents and guardians on our school activities. **Root Cause:** We must improve in the communication systems and invest parents.

Priority Problem Statements

Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years.

Root Cause 1: There has been in an increase in illness, which has caused issues with attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase writing proficiency amongst all of our students.

Root Cause 2: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a low participation of parents and guardians on our school activities.

Root Cause 3: We must improve in the communication systems and invest parents.

Problem Statement 3 Areas: Perceptions

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

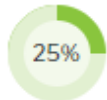
Goals

Goal 1: 100% of IDEA Riverview College Prep students matriculate to college.

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

Evaluation Data Sources: Practice and Real ACT Results Report.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Host ACT Bootcamp sessions for students. Strategy's Expected Result/Impact: Students will practice how to test under time limit and students will receive more opportunities to bring up their score. Staff Responsible for Monitoring: Carla Rios and ACT teacher Kenia Arias Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Host ACT Saturday Strategy's Expected Result/Impact: Students will receive opportunity to ace their ACT in the comfort of their home campus positively impacting their scores.	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Carla Rios and ACT teacher Kenia Arias</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	<div><div></div><div>25%</div></div>			
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

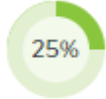

Student Learning
<p>Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.</p>

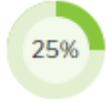




Goal 1: 100% of IDEA Riverview College Prep students matriculate to college.

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

HB3 Goal

Evaluation Data Sources: TSIA Results Report

Strategy 1 Details	Reviews			
Strategy 1: Additional TSI Tutorial support class Strategy's Expected Result/Impact: Students will receive additional TSI support with the intention to close their achievement gap. Staff Responsible for Monitoring: Carla Rios and TSI teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: TSI Class Strategy's Expected Result/Impact: Students will practice applying the skills in mastery prep to help them master TSI. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: More opportunities for students to take the TSIA exam. Strategy's Expected Result/Impact: Students will become more familiarized with the TSI exam and they will feel more comfortable testing which will positively impact their scores. Staff Responsible for Monitoring: Carla Rios Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:



Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.





Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 1: IDEA Riverview College Prep: 6th-8th-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024 (HB3)

High Priority

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
Strategy 1: Students will receive RLA tutorials Strategy's Expected Result/Impact: Students will practice on their lowest mastered area to help close their academic gap. Staff Responsible for Monitoring: RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily exit ticket tracking. Strategy's Expected Result/Impact: Students' daily learning will be daily assessed through exit tickets to ensure re teach occurs to help close their academic gap. Staff Responsible for Monitoring: RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Summative assessment 1:1 feedback. Strategy's Expected Result/Impact: Teachers will meet with their students to provide feedback after every summative assessment, students will receive an opportunity to make corrections and achieve their goals. Staff Responsible for Monitoring: RLA Coach Elvis Delgado and RLA teachers Katia Galvan, Lizett Figueroa and Judith Perez Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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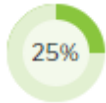
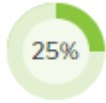
Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

Performance Objective 2: IDEA Riverview College Prep 6th - 8th Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024. (HB3)

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
Strategy 1: Students will receive math tutorials. Strategy's Expected Result/Impact: Students will practice on their lowest mastered area to help close their academic gap. Staff Responsible for Monitoring: Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily exit ticket tacking. Strategy's Expected Result/Impact: Students' daily learning will be daily assessed through exit tickets to ensure re teach occurs to help close their academic gap. Staff Responsible for Monitoring: Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Summative assessment 1:1 student feedback. Strategy's Expected Result/Impact: Teachers will meet with their students to provide feedback after every summative assessment, students will receive an opportunity to make corrections and achieve their goals. Staff Responsible for Monitoring: Math Coach Elvis Delgado and Match teachers Fruia Lopez, Maribel Martinez and Abby Barrera. Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


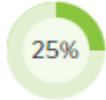
Performance Objective 2 Problem Statements:

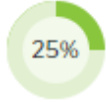




Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

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

Evaluation Data Sources: TELPAS practice exams and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Literacy practice assignments on all subjects. Strategy's Expected Result/Impact: Ensure all teachers provide opportunities for students to practice their literacy skills through their in class assignments. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify and add additional support to EBs Strategy's Expected Result/Impact: Teachers will include EV support in their lesson plan to ensure students practice their English and get in class support for comprehension. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: English speaking in class assignments. Strategy's Expected Result/Impact: Teachers will plan to assess students' learning through the practice of think pair share to ensure students practice their English language skills. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:



Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.






Goal 2: IDEA Riverview College Prep achieves an A Rating

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

High Priority

Evaluation Data Sources: HB4545 minute log

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive student STAAR reports to identify priority HB4545 students. Strategy's Expected Result/Impact: Teachers must ensure they are aware of who the HB4545 priority students are so they can support them more and include them in their tutorial groups. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have individualized tutoring sessions with the HB4545 students. Strategy's Expected Result/Impact: Students will close their achievement gap in their tutoring sessions. These sessions will be impactful because they will practice specific skills they were pending to master based on results. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will have a tracker where they will track students' progress. Strategy's Expected Result/Impact: Teachers and students will have trackers where after every assessment they will keep track of students' progress, students will make corrections and practice their lowest mastered skills. Staff Responsible for Monitoring: Assistant Principal of Instruction Astrid Tostado, Elvis Delgado and Daniela Pizano Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue



Performance Objective 4 Problem Statements:

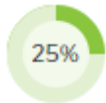




Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 2: IDEA Riverview College Prep achieves an A Rating

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

Evaluation Data Sources: Daily Exit tickets, Unit exams data and semester exams data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers in class tracker and students individualized tracker. Strategy's Expected Result/Impact: Teachers and students will keep track of their individualized goal, progress and corrections to close the achievement gap and make progress to their goals. Staff Responsible for Monitoring: Special Pops manager/Assistant Principal of Instruction Astrid Tostado Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Inclusion department will provide small group support to students. Strategy's Expected Result/Impact: Inclusion department will support students in a small setting to ensure they feel comfortable learning and asking questions. Staff Responsible for Monitoring: Special Pops manager/Assistant Principal of Instruction Astrid Tostado Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Inclusion department will apply mnemonics to support SpEd student learning. Strategy's Expected Result/Impact: Teacher and SpEd team will collaborate to align in the mnemonics and accommodations they will provide to students so they become familiarized with the strategy and student can attain their goals. Staff Responsible for Monitoring: Special Pops manager/Assistant Principal of Instruction Astrid Tostado Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

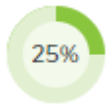

Goal 2: IDEA Riverview College Prep achieves an A Rating

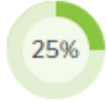




Performance Objective 6: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

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))

High Priority

Evaluation Data Sources: Unit exams, Benchmarks, Semester Exams, and Mock exams

Strategy 1 Details	Reviews			
Strategy 1: Daily exit ticket data tracking. Strategy's Expected Result/Impact: Teachers will track student data daily and re teach on the next day until mastery. Staff Responsible for Monitoring: Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will track students' data after every assessment using the locus databoard. Strategy's Expected Result/Impact: In class tracker and individual student tracker where students not only track their progress, but they reflect and make corrections to better themselves and meet their goals. Staff Responsible for Monitoring: Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				


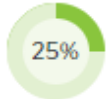
Strategy 3 Details	Reviews			
Strategy 3: 1:1 Teacher to student data meetings. Strategy's Expected Result/Impact: Teachers will meet 1:1 with students to provide them with feedback after every summative assessment to ensure students are receiving individualized support to help them meet their individual student goal. Staff Responsible for Monitoring: Assistant Principals of Instruction: Astrid Tostado, Elvis Delgado and Daniela Pizano. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
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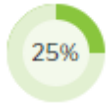




Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 3: Increase student persistence

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

Strategy 1 Details	Reviews			
Strategy 1: Increase parent communication through social media platforms Strategy's Expected Result/Impact: Parents will be in communication with the school and be updated with school events. Staff Responsible for Monitoring: APO Rolando Salas and School Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Perfection the communication sent to parents. Strategy's Expected Result/Impact: Specify the grade levels the message is for to avoid parent confusion and answer questions through chat comments or message. Staff Responsible for Monitoring: APO Rolando Salas and School Counselor Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent Weekly updated and current information Strategy's Expected Result/Impact: Ensure parents receive all information needed, ensure all stake holders participate and add information regarding all departments they manage to ensure all information needed is on the	Formative			Summative
	Oct	Jan	Mar	June

<p>weekly to help parents be more involved.</p> <p>Staff Responsible for Monitoring: APO Rolando Salas and School Counselor</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>				
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Performance Objective 1 Problem Statements:



Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. Root Cause: We must improve in the communication systems and invest parents.





Goal 3: Increase student persistence

Performance Objective 2: 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

Strategy 1 Details	Reviews			
Strategy 1: Communicate parent meetings in a timely manner Strategy's Expected Result/Impact: More parent participation due to them being able to make plans to attend in a timely manner. Staff Responsible for Monitoring: Astrid Tostado will support with FB page. Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Make two slots of available times for parents to have different options to attend parent meetings. Strategy's Expected Result/Impact: More parent participation due to them being able to make plans to attend in a timely manner. Staff Responsible for Monitoring: School counselor and Astrid Tostado Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Make more online parent meeting options Strategy's Expected Result/Impact: More parent participation due to them being able to make plans to attend in a timely manner. Staff Responsible for Monitoring: School counselor and Astrid Tostado Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: A/V Equipment and Supplies for parents workshop - Title I, Part A (4120) - \$3,724.88	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. Root Cause: We must improve in the communication systems and invest parents.

Goal 3: Increase student persistence

Performance Objective 3: 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: Tracker with lesson completion rate

Strategy 1 Details	Reviews			
Strategy 1: Participate in anti bullying campaign Strategy's Expected Result/Impact: Parents and students will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. Staff Responsible for Monitoring: School counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be training on what bullying is Strategy's Expected Result/Impact: Teachers will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. Staff Responsible for Monitoring: School counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Parents wil receive a training on bullying Strategy's Expected Result/Impact: Parents and students will receive information regarding what is bullying and how to not engage in it and how to report it to ensure no bullying happens on or off campus. Staff Responsible for Monitoring: School counselor Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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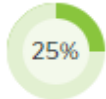





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Perceptions
Problem Statement 2: There is a low participation of parents and guardians on our school activities. Root Cause: We must improve in the communication systems and invest parents.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 6th thru 12th Grade will participate in Meaningful Connection Friday activity.

Evaluation Data Sources: 100% of teacher and student satisfactory attending and actively participating in MCF activities.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive a calendar for the MCF activities of every Friday. Strategy's Expected Result/Impact: MCF pep rally every month to bring the joy and celebrate teachers, staff and students. Staff Responsible for Monitoring: APIs and school counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide students with additional activities they can do to ensure they participate in MCF activities. Strategy's Expected Result/Impact: Students will feel comfortable participating on activities they feel comfortable with and ensure they participate in all activities. Staff Responsible for Monitoring: API Managers and Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of CP Students bring joy by creating joyful posters and props to celebrate. Strategy's Expected Result/Impact: Teacher will create MCF joy rooms for students to create joyful props. Staff Responsible for Monitoring: API Managers and counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

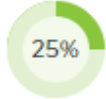





Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Riverview College Prep will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: For the month of October, goal is almost met with a 95.72.

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on Powerschool attendance tacking Strategy's Expected Result/Impact: Teachers will frightfully take attendance on PS and it will be easier to identify who are the students who are constantly absent to support them with their attendance. Staff Responsible for Monitoring: APO Rolando Salas and APIs Astrid Tostado, Evis Delgado, and Daniela Pizano Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SIS will provide weekly ADA attendance report Strategy's Expected Result/Impact: Identify priority ADA students to support them with their attendance and ensure they are in school learning everyday. Staff Responsible for Monitoring: APO Rolando Salas and APIs Astrid Tostado, Evis Delgado, and Daniela Pizano Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.



Goal 5: Increase staff retention

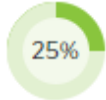




Performance Objective 1: CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

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

High Priority

Evaluation Data Sources: 100% of our CP staff have completed the BOY compliance trainings.

Strategy 1 Details	Reviews			
Strategy 1: Plan scope and sequence for professional development. Strategy's Expected Result/Impact: Teachers will be provided with the opportunity to make time to work on pending trainings. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Report of staff pending trainings. Strategy's Expected Result/Impact: Teachers will receive a clear report that summarizes what their next steps are regarding school pending trainings and they will know what to do and how to get them done. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 1:1 support through weekly check in Strategy's Expected Result/Impact: Managers will meet 1:1 with teachers during their check ins and provide help as needed with training completion. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: There has been in an increase in illness, which has caused issues with attendance.
Student Learning
Problem Statement 1: There is a need to increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Goal 5: Increase staff retention



Performance Objective 2: CP: IDEA Riverview CP is 100% staffed for all teacher positions throughout the 2023-24 school year.

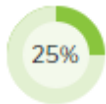
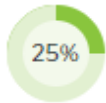




Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Sources: As of the month of October, CP is at 100% with teacher retention.

In October, 100%of the teacher receive TCP recognition.

In October, Riverview CP celebrates the campus of the year.

Strategy 1 Details	Reviews			
Strategy 1: Check in support Strategy's Expected Result/Impact: Teachers will receive weekly support and temperature check. Teachers will feel comfortable sharing their thought sand feelings and most importantly, they will get a sense of belonging. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano and Sr. DCC Carla Rios ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lesson rehearsals Strategy's Expected Result/Impact: Teachers will receive training and support as to how successfully deliver an impactful lesson. Teachers will be rated advanced. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Weekly lesson plan feedback Strategy's Expected Result/Impact: Teacher will receive training and support as to how plan an impactful and rigorous lesson. Teachers will be rated advanced. Staff Responsible for Monitoring: CP APIs Astrid Tostado, Elvis Delgado and Daniela Pizano ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Recruit and hire high quality candidates per role by using quality resume criteria. Strategy's Expected Result/Impact: High level of instruction and student achievement Staff Responsible for Monitoring: Principal. Assistant Principal, regional talent partners ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	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 increase writing proficiency amongst all of our students. Root Cause: Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	A/V Equipment and Supplies for parents workshop		\$3,724.88
Sub-Total					\$3,724.88
Budgeted Fund Source Amount					\$3,724.88
+/- Difference					\$0.00
Grand Total Budgeted					\$3,724.88
Grand Total Spent					\$3,724.88
+/- Difference					\$0.00