IDEA Public Schools

Robindale Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 14, 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 20, 2023

Demographics

Demographics Summary

IDEA Robindale Academy was founded in 2019 with grades K-2nd. We are an open enrollment K-5th charter school now in 2023. We are located at 3802 Ruben M Torres Blvd, Brownsville, TX 78521. Our current enrollment is 730 students as of August 2022. We strive to serve low socioeconmic areas to support our mission of going to and through college. Our demographics are the following: we have 9.61% SPED scholars, 49.58% EB scholars, 91.78% scholars that are eco dis, 98.6% hispanic, .42% asian, .14% african american and .83% white. 46.66% of our scholars are male and 53.34% are female.

Demographics Strengths

IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): overall attendance declined under the 97% goal **Root Cause:** 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Problem Statement 2 (Prioritized): Overall student persistence declined under the 90% **Root Cause:** 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Student Learning

Student Learning Summary

For Kinder-2nd 87% end the year reading on grade level.

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

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers minimally got to meet with teachers of same content on campus.   **Root Cause:** Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 2 (Prioritized): Campus lacked implementation of differentiation on teacher's lesson plans.   **Root Cause:** Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Problem Statement 3 (Prioritized): Campus did not identify scholars who needed support through RTI in quarter 1.   **Root Cause:** Campus did not provide training or follow up on RTI identification.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Curriculum & Instruction:

- 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). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Campus did not hold team building events during the year.   **Root Cause:** There was no criteria or plan set for when they would happen and where.

Problem Statement 3 (Prioritized): Increase intervention for at risk scholars   **Root Cause:** Early identification was not done to schedule scholars

Perceptions

Perceptions Summary

Parent engagement events have been very successful. As a campus we had 76% of families attend our festivals. Feedback we got was positive and families look forward to our summer events also. Teacher turnover was at 85.2% last year. Our goal was 85% so we did meet it. As a campus we have many forms of communication for parents. We use facebook, remind and classdojo. We also have parent weekly that goes out where parents can see celebrations and important information about what is happening on campus. We send out quarterly feedback to teachers.

Perceptions Strengths

Every year, IDEA asks all staff members to complete and annual employee experience survey. Below are a few highilghts.

73% say IDEA is a is a great work place.

Nearly 9 out of 10 say their work has meaning.

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: overall attendance declined under the 97% goal
Root Cause 1: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student persistence declined under the 90%
Root Cause 2: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus
Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus did not consistently build relationships with parents
Root Cause 3: 1)Campus did not host any in person events
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Campus did not show parents what learning looked like on a day to day in classrooms
Root Cause 4: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Increase intervention for at risk scholars
Root Cause 5: Early identification was not done to schedule scholars
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus did not have a system that consistently and publicly celebrates staff members
Root Cause 6:) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Campus lacked implementation of differentiation on teacher's lesson plans.
Root Cause 7: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Campus did not identify scholars who needed support through RTI in quarter 1.
Root Cause 8: Campus did not provide training or follow up on RTI identification.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Teachers minimally got to meet with teachers of same content on campus.

Root Cause 9: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 48% to 50% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Data point 1 SE in DEC
Data point 2 ME in FEB
Data collection STAAR 24

Strategy 1 Details	Reviews			
Strategy 1: Campus will host content meetings monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	30%	50%		
	0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers minimally got to meet with teachers of same content on campus.   **Root Cause**: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 31% to 33% in Spring 2024. (HB3)

    High Priority

    HB3 Goal

    Evaluation Data Sources: Data point 1 Dec
Data point 2 Feb
Data collection June 2024

Strategy 1 Details	Reviews			
Strategy 1: Campus will hold monthly content meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		
	0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers minimally got to meet with teachers of same content on campus.   **Root Cause**: Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Weekly Lesson Plan Feedback
PD session in Q1

Strategy 1 Details		Reviews			
Strategy 1: Campus will coach teachers on lesson differentiation		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be trained in lesson differentiation to execute stronger lesson plans to target special pop scholars		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2		10%	30%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans.   **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: 100% parent meeting completed by Q2
Weekly mins update via locus tracker

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide teachers with schedule for HB mins and list of scholars who will need services for math and reading before Q1 is over.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Scholars who are identified for HB will be targeted early on Campus will provide training on HB and set time in the day for daily intervention time **Staff Responsible for Monitoring:** API **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3	25%	45%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: Increase intervention for at risk scholars   **Root Cause**: Early identification was not done to schedule scholars

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA: 30% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Lesson Plan Feedback
Monthly accommodation fidelity checks with teachers and SPED point person

Strategy 1 Details	Reviews			
Strategy 1: Campus will ensure differentiation training is rolled out and components will be included in teacher lesson with coaching from campus leaders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: SPED scholars will increase in percentage passing on internal exams and monitored during checkpoints Data point 1 Dec 24 Data point 2 Feb 24 EOY STAAR 2024 **Staff Responsible for Monitoring:** Campus special programs coordinator API **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	N/A	10%		
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans.   **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: Daily Exit Ticket Tracking
Monthly Testing Tracking
Data point 1- Dec
Data point 2- Feb
STAAR 24-

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide teachers with weekly lesson rehearsals and coplanning	**Formative**			**Summative**
Strategy's Expected Result/Impact: AC teachers will increase in SAS each data point period	**Oct**	**Jan**	**Mar**	**June**
AC teachers will track data for content exams Campus leaders will prioritize struggling content areas based on data **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in data and being able to identify priority scholars	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API for each content and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3	N/A	35%		

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Campus lacked implementation of differentiation on teacher's lesson plans.   **Root Cause**: Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
Problem Statement 3: Campus did not identify scholars who needed support through RTI in quarter 1.   **Root Cause**: Campus did not provide training or follow up on RTI identification.

Goal 2: 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))

    Evaluation Data Sources: District drill report

Strategy 1 Details		Reviews			
Strategy 1: Conduct safety drills monthly		**Formative**			**Summative**
Strategy's Expected Result/Impact: In compliance with district's drill report **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1		**Oct**	**Jan**	**Mar**	**June**
		25%	50%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: overall attendance declined under the 97% goal   **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Goal 2: 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))

High Priority

Evaluation Data Sources: Sign in sheets from each event

Strategy 1 Details	Reviews			
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: parent involvement increase **Staff Responsible for Monitoring:** School counselor **Title I:** 4.2 - TEA Priorities: Improve low-performing schools **Problem Statements:** Demographics 2 - Perceptions 1, 2	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Host monthly family nights	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase in persistence, parent survey results **Staff Responsible for Monitoring:** SC **Title I:** 4.2 - TEA Priorities: Improve low-performing schools **Funding Sources:** Manipulatives, supplies for events - Title I, Part A (4120) - $1,759.89	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Overall student persistence declined under the 90%   **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

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

Goal 2: Increase student persistence

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

Strategy 1 Details	Reviews			
Strategy 1: Backwards plan lessons on calendar for campus and share data weekly with staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: all lessons completed by deadline	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Creating awareness to Antibullying by using different manipulatives, posters and deliverables	**Formative**			**Summative**
Strategy's Expected Result/Impact: Creating awareness through visuals and manipulatives	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SC **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2 **Funding Sources:** Manipulatives and Visuals - Title I, Part A (4120) - $500	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

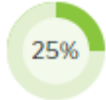| Demographics |
|---|
| **Problem Statement 2**: Overall student persistence declined under the 90%   **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus |

Perceptions
Problem Statement 2: Campus did not consistently build relationships with parents   **Root Cause**: 1)Campus did not host any in person events

Goal 3: Increase student daily attendance

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

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

Strategy 1 Details		Reviews			
Strategy 1: PE coach will consistently follow spark curriculum to improve health and agility		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in minutes of activity		**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: PE coaches and manager
 	
    Title I:
2.6
 - TEA Priorities:
Improve low-performing schools
    Problem Statements: Demographics 1, 2
		25%	50%		

	0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: overall attendance declined under the 97% goal   **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
Problem Statement 2: Overall student persistence declined under the 90%   **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Goal 3: Increase student daily attendance

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

    High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: campus will follow ADA matrix consistently every week	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	Oct	Jan	Mar	June
	15%	40%		
Strategy 2 Details	**Reviews**			
Strategy 2: campus will have a monthly ADA incentive plan for the school year that includes and EOY celebration for families	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** Incentives, trophies, manipulatives - Title I, Part A (4120) - $1,000	Oct	Jan	Mar	June
	25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: overall attendance declined under the 97% goal   **Root Cause**: 1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Problem Statement 2: Overall student persistence declined under the 90%   **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus

Goal 4: Increase staff retention

Performance Objective 1: 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.

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: increase in staff retention and teacher skill
    Staff Responsible for Monitoring: Principal and managers
 	
    Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
    Problem Statements: School Processes & Programs 1
	25%	45%		

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

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

Goal 4: Increase staff retention

Performance Objective 2: IDEA Robindale is 90% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: retention count on tactical monthly

Strategy 1 Details			Reviews			
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria			**Formative**			**Summative**
Strategy's Expected Result/Impact: increased staff retention		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: managers and principal						
TEA Priorities: Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2			25%	45%		
Strategy 2 Details			Reviews			
Strategy 2: Leaders will consistently and publicly recognize a teacher and coteacher of the month by the first of the following month during morning flight			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase teacher retention						
Staff Responsible for Monitoring: APIs, SC, Principal and Admin Asst. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1			25%	45%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Overall student persistence declined under the 90%   **Root Cause**: 1) lack of resetting and follow up with staff on behavior PD 2)lack of opportunities to connect and interact with families on campus
School Processes & Programs
Problem Statement 1: Campus did not have a system that consistently and publicly celebrates staff members   **Root Cause**:) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

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

Performance Objective 1: Campus will enroll students when vacancies are created before end of the Quarter.

High Priority

Evaluation Data Sources: Persistence Trackers and Enrollment Trackers

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Manipulatives, supplies for events		$1,759.89
2	3	2	Manipulatives and Visuals		$500.00
3	2	2	Incentives, trophies, manipulatives		$1,000.00
				Sub-Total	$3,259.89
				Budgeted Fund Source Amount	$3,259.89
				+/- Difference	$0.00
				Grand Total Budgeted	$3,259.89
				Grand Total Spent	$3,259.89
				+/- Difference	$0.00