

IDEA Public Schools
Robindale College Prep
2023-2024 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

Demographics

Demographics Summary

IDEA Robindale currently has grades 6th through 10th. Our total enrollment is 617 students, for middle school, 377 (6th-8th) and High School, 240 (9th & 10th grade). Students' ages range from 11-17 years old. We are in Brownsville, Texas, and we are a border city located in the Rio Grande Valley. We have open enrollment and students enter a lottery to get selected to join our campus. There is no lottery based on demographics since we accept all subpopulations of students providing equal opportunities. Robindale is a scaling campus, and we offer many programs geared to college readiness since our mission is College for All.

We offer many programs to close achievement gaps and ensure we remain true to our mission. Some programs we offer include:

CSI: Critical student intervention targets students 2 years below grade level and provides small group instruction with a program to better support them and bring them up to grade level.

Accelerated Reader and Imagine Math. These 2 programs provide support to students on individual needs bases. They are identified by a pre assessment in reading and math. Students work on individual pathways to build foundational skills.

CTE: Career and Technical education: We offer two pathways on fields that are competitive in the work field. We offer computer programming and biomedical science.

AP for all: All students are enrolled in advanced or AP classes to set them up for success at the collegian level. At IDEA we believe in AP for all, and students who begin and complete high school with us can earn up to 14 college course credits.

Athletics: Our scholars get opportunities to join after-school sports such as: volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join various clubs such as art, student council, National Honor Society, National Junior Honor Society, cheerleading, dance, and yearbook.

Special programs support: Our scholars receive support in special education through inclusion services. In addition, scholars in our 504 and EB programs receive support with services such as small group testing and oral administration.

Demographics Strengths

Robindale's strengths fall into one big category. We have a system set in place to support our Special Education students. All teachers receive a BOY PD on SpEd IEP's, how to implement accommodations and modifications, and how to submit weekly SpEd samples. In addition, we have a great CSI program that helps support our EB students who fall 2 grade levels below placement. Our CSI program has great tracking systems set in place to ensure that our students are constantly progressing throughout the year. With one of the biggest programs in the district, we are very proud to know we've met our goals for the past years as we continue to close gaps with all of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2 (Prioritized): Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause:** There is a gap in sharing visions and processes for these subpops.

Student Learning

Student Learning Summary

Last year, the overall campus rating was an A rating with 95. On students' achievement, we scored 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above, we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress, we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, and growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions: 1. Academic achievement in English Language Arts 2. Academic achievement in mathematics 3. Top 25% comparative academic growth 4. Postsecondary readiness 5. Top 25% comparative closing the gaps

This year, we had 1072/1093 (98.08%) students challenge a STAAR/EOC exam. As our data is coming in, our overall EOC data was higher than our previous year surpassing our internal student achievement goals for each. Our Algebra 1 data reflected 92% of students received approaches, 66% met Meets and 28% met Masters. This year we will be exiting 21/30 from 4545 tutorials in math and 72% of students met their progress measure goal. We also had 75% of SPED students pass their EOC. For English I, we had 86% met Approaches, 66% met Meets, 12 % that met Masters. This year, we will be exiting one student from HB4545 and 27 students met their progress measure goals. We also had 58% SPED students pass their EOC. For Biology we had 91% student get Approaches, 56% get Meets and 18% get Masters. In regards to our critical student intervention program, we had 52% of students meet their goals which means that we surpassed our goal of 50% students in CSI will achieve 2.0 years of growth in reading. 100% of our HB 4545 students were also able to complete their minutes of accelerated learning.

With this data , we believe we are on track to once again achieve an A rating and meet Domain 2 Progress Measure Goals and Domain 3 Target Indicators goals as well.

Student Learning Strengths

- + Increase in Algebra 1 data in the district 92/66/28 SAS- 62
- + 72% of scholars hit their PMG
- + 21/30 scholars will exit the 4545 remediation sessions
- + Content-strong teachers
- + EOC scores were very strong Bio (91/56/18 -SAS 55) English (86/66/12- SAS 55) Algebra 1 (92/66/28 SAS- 62)
- + AR Honor Roll
- + HS Honor Roll

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

Problem Statement 2 (Prioritized): Lack of timely communication and follow when providing staff with feedback or training opportunities. **Root Cause:** Leaders assumed

teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.

Problem Statement 3 (Prioritized): Lack of Special programs collaboration within all contents and services. **Root Cause:** There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, and utilizing data to guide the next steps for leaders, teachers, and students. Roles and responsibilities are clearly defined during onboarding and maintained through annual step-backs. Our campus has a live Excel sheet to plan out professional development needed based on collected data that drive instructional decisions. Data collected based on observations and student assessments guide modification decisions. To support powerful teaching and learning, instructional coaches utilize the coaching cycle daily to gather data to enhance teacher skills to enhance student outcomes. Based on observations, instructional leaders can identify trends that can be addressed either immediately, on the spot during observations, during check-ins, during Monday's Teacher Development, and/or added as a next step. Instructional leaders conduct follow-up observations to support teachers attain mastery of any skills that need to be polished. We offer numerous programs aligned with our vision, mission, goals, and values. These programs highlight high academic expectations. These include but are not limited to AP courses, CTE courses, Critical Student Intervention, Accelerated Reader, and Imagine Learning.

School Processes & Programs Strengths

- IDEA Robindale retains an average of 85% 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 4.7/5 on the statement "Based on your overall experience this year at IDEA, do you plan on returning in August of 2022."
- IDEA students rate IDEA as 4.5/5 on the statement "I have a best friend at school."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause:** The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

Problem Statement 2 (Prioritized): Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause:** Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Perceptions

Perceptions Summary

1. Parent/community participation rates are tracked with sign-in sheets at each event. Sign-in sheets are given back to our School Counselor, who files data and identifies trends. This year we had 38.5% of our families complete the Spring Family Survey which showed a 32.4% increase in parent feedback from last year. We only had an average of 50 families attend Report Card Nights.
2. The main form of communication with parents/families is electronically through Remind, social media, and the parent weekly newsletter. At times, paper flyers are printed and distributed to students in their homeroom classes by their teachers.
3. At the beginning of the year, the campus started with 495 students with 166 students being new to IDEA Robindale CP. By the end of the year, we ended with about 406 students. 54 Students withdrawing from our School and about 35 students transferring to another IDEA charter school.

Perceptions Strengths

In the year 2022-2023, 100% of students had the opportunity to experience field lessons. We offered side-by-side help to families for re-registration various times throughout the year. Homeroom teachers were accountable to ensure that families completed re-registration and allowed them to express their concerns. According to last year's data, the completion percentage of Spring Family Survey tripled because homeroom teachers and elective teachers being held accountable for ensuring all students. For activities and events, we offered user friendly QR Codes to make it easier for students and families to sign up. At times, important flyers were distributed during dismissal pick up line, which increased participation in events.

Athletics: Our scholars get opportunities to join after school sports such as: volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join dance and choir.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of follow through using ADA escalation matrix. **Root Cause:** Management and fidelity to the matrix and accountability is impacted by high volume of absences.

Problem Statement 2 (Prioritized): Lack of consequence system and communication platform to keep all informed of incidents that occur. **Root Cause:** No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Problem Statement 3 (Prioritized): Lack of involvement in school engagement activities. **Root Cause:** Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Problem Statement 4 (Prioritized): Lack of communication channels /means to families. **Root Cause:** Focused on social media instead of individual communication opportunities.

Priority Problem Statements

Problem Statement 1: Lack of follow through using ADA escalation matrix.

Root Cause 1: Management and fidelity to the matrix and accountability is impacted by high volume of absences.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI.

Root Cause 2: There is a gap in sharing visions and processes for these subpops.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of Special programs collaboration within all contents and services.

Root Cause 3: There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of student owned and teacher owned tracking systems in place.

Root Cause 4: Main campus tracker was owned by one person, but not implemented across the different stakeholders

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of small group reteach opportunities to show mastery for our special populations students.

Root Cause 5: Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Lack of communication channels /means to families.

Root Cause 6: Focused on social media instead of individual communication opportunities.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Lack of proper staff onboarding to ensure they knew roles and responsibilities.

Root Cause 7: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers.

Root Cause 8: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of timely communication and follow when providing staff with feedback or training opportunities.

Root Cause 9: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Lack of involvement in school engagement activities.

Root Cause 10: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Lack of consequence system and communication platform to keep all informed of incidents that occur.

Root Cause 11: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.

Problem Statement 11 Areas: Perceptions

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: By May 2024, 50 % of the Class of 2026 receives a CCMR point

High Priority

Evaluation Data Sources: TSI data, ACT data , AP data/ Benchmark data

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Create a vision for College Readiness at Robindale CP</p> <p>Strategy's Expected Result/Impact: Identify roles and responsibilities for all stakeholders. Communicate college opportunities to families.</p> <p>Staff Responsible for Monitoring: College Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: College Counselor - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Create school wide tracking system that allows for identifying, monitoring and responding to data.</p> <p>Strategy's Expected Result/Impact: Create strategic backwards plan based on data</p> <p>Staff Responsible for Monitoring: College Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: College Counselor - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

School Processes & Programs

Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause:** The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause:** Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 1: All IDEA students matriculate to college

Performance Objective 2: College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Sources: ACT Benchmark scores for Class of 2026 & 2027 & ACT April Scores for Class of 2026

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Use the ACT Prep Skills Teacher to improve ACT scores in the Class of 2026</p> <p>Strategy's Expected Result/Impact: Students will receive in class support every other day and opportunity to practice ACT test taking skills throughout the entire school year.</p> <p>Staff Responsible for Monitoring: College Counselor & ACT Teacher</p> <p>Title I: 2.4</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: School Processes & Programs 2</p> <p>Funding Sources: College Counselor - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host ACT Bootcamps spanning for one month prior to ACT testing in the Fall & Spring</p> <p>Strategy's Expected Result/Impact: Targeted student instruction based on skill</p> <p>Staff Responsible for Monitoring: College Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: College Counselor - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Student Learning

Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

School Processes & Programs

Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause:** Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Sources: TSI Benchmark scores

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Host TSI Bootcamps spanning for one month prior to testing throughout the school year</p> <p>Strategy's Expected Result/Impact: Targeted student instruction based on skill</p> <p>Staff Responsible for Monitoring: College Counselor/RTTC teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: College Counselor - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. Root Cause: Inconsistency with scheduling and in class support to our students and teachers.</p> |
| Student Learning |
| <p>Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. Root Cause: Main campus tracker was owned by one person, but not implemented across the different stakeholders</p> |

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Robindale CP achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

High Priority

Evaluation Data Sources: Internal Assessments, Mock Assessments, State Assessments

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Track each students performance in Domains 1-3 by using the Locus dashboard and respond to data appropriately .</p> <p>Strategy's Expected Result/Impact: Focused and prioritized tutorials</p> <p>Staff Responsible for Monitoring: Instructional Coaches & Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Interventionist - Title I, Part A (4120), Train families at Curriculum Night how they can use manipulatives at home to practice math and reading - Title I, Part A (4120) - \$1,200</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Coach and Develop Instructional Leaders</p> <p>Strategy's Expected Result/Impact: Use School Leadership Levers to ensure leaders know how to analyze data, action plan for reteaching and reassessing</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Student Learning

Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

School Processes & Programs

Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. **Root Cause:** Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Internal Assessments, Mock Assessments, State Assessments

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Create a vision for Special Programs to identify all stakeholders roles and responsibilities</p> <p>Strategy's Expected Result/Impact: Knowing our students and what they need. Conduct instructional rounds to ensure accommodations are being implemented. Quarterly collaborative meetings to review SPED work samples. SPED focus in GTM and morning huddles. Discuss High Priority Students at weekly checkins.</p> <p>Staff Responsible for Monitoring: SPED Folder Teachers, Instructional Coaches and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Create school wide tracking system that allows for identifying, monitoring and responding to data.</p> <p>Strategy's Expected Result/Impact: Provide in the field coaching cycle in response to SPED data for all teachers. Increase in SPED mastery. Weekly collaboration meetings amongst SPED and GenEd teachers. Conduct Pre Teach in AM or Academic Block</p> <p>Staff Responsible for Monitoring: SPED/Gen Ed Teacher, Instructional Coaches, Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause:** There is a gap in sharing visions and processes for these subpops.

Student Learning

Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause:** There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Mock exams, IA exams, Mock TELPAS exams

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Create school wide tracking system that allows for identifying, monitoring and responding to data. Strategy's Expected Result/Impact: Campus will receive the 10% overall points for TELPAS assessments. Staff Responsible for Monitoring: Instructional Managers, EB Point Person and Principal</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1, 3 Funding Sources: Interventionist - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  <p>25%</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Create a vision for Special Programs to identify all stakeholders roles and responsibilities Strategy's Expected Result/Impact: Knowing our students and what they need. Conduct instructional rounds to ensure accommodations are being implemented. . Discuss High Priority Students at weekly checkins. Staff Responsible for Monitoring: Instructional Coaches, EB Point Person</p> <p>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: Demographics 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  <p>15%</p> | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause:** There is a gap in sharing visions and processes for these subpops.

Student Learning

Problem Statement 1: Lack of student owned and teacher owned tracking systems in place. **Root Cause:** Main campus tracker was owned by one person, but not implemented across the different stakeholders

Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause:** There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Assessments, Mock Exams

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Integrate academic block into Middle School Schedule to allow for in school support. Strategy's Expected Result/Impact: Students meet quarterly benchmark goals for completion of minutes and they are successful in exams Staff Responsible for Monitoring: HB4545 Point Person, core teachers and Principal</p> <p>Title I: 2.4, 2.5, 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</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Use interventionist to improve 6th -8th grade Reading Performance Strategy's Expected Result/Impact: Interventionist will support all three grade levels with writing skills mastery. Staff Responsible for Monitoring: ELA Instructional Coach and Principal</p> <p>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 Problem Statements: Demographics 1, 2 - Student Learning 3 Funding Sources: Interventionist - Title I, Part A (4120)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Lack of small group reteach opportunities to show mastery for our special populations students. **Root Cause:** Inconsistency with scheduling and in class support to our students and teachers.

Problem Statement 2: Lack of systems and procedures in place for our Special Populations students that include 504, EB, RTI. **Root Cause:** There is a gap in sharing visions and processes for these subpops.

Student Learning

Problem Statement 3: Lack of Special programs collaboration within all contents and services. **Root Cause:** There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)

Goal 3: Increase student persistence

Performance Objective 1: Robindale CP receives 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: Various district data provided on Locus, weekly reports, hotlist created by campus

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Implement school behavioral consequences and interventions such as consequence ladders/behavior plans Strategy's Expected Result/Impact: Decrease out of school suspension by 10% Staff Responsible for Monitoring: Grade Team Leaders/APIs/Principal</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Conduct 100% Campus Crisis drills and meetings Strategy's Expected Result/Impact: Identify gaps and provide upwards feedback to ensure quick implementation Staff Responsible for Monitoring: APO/FM</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. Root Cause: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.</p> |

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))

High Priority

Evaluation Data Sources: Events hosted, events communicated and Percentage of families that attended (using RSVPs and sign in sheets)

| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Create a Year at a Glance for all campus events to ensure over 5 campus events per quarter</p> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: School Counselor/Lead Team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 4</p> <p>Funding Sources: Incentives and trophies for stakeholder recognition - Title I, Part A (4120) - \$521.08</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: High attendance to campus event to build on meaningful connections and engagement. Improve relation ship with parents and invest students.</p> <p>Staff Responsible for Monitoring: Academic counselor with support from instructional and operation leaders.</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p> <p>Funding Sources: Translate events into other languages to increase engagement and participation - Title I, Part A (4120) - \$500</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. **Root Cause:** The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.

Perceptions

Problem Statement 3: Lack of involvement in school engagement activities. **Root Cause:** Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.

Problem Statement 4: Lack of communication channels /means to families. **Root Cause:** Focused on social media instead of individual communication opportunities.

Goal 3: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Various district data provided on Locus, weekly reports and presentation completion tracking

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Create scope and sequence for presentations and track completion</p> <p>Strategy's Expected Result/Impact: Elective teachers will deliver presentations and APIs will support and answer any questions</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 3 Problem Statements:

| Perceptions |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: Lack of follow through using ADA escalation matrix. Root Cause: Management and fidelity to the matrix and accountability is impacted by high volume of absences.</p> |
| <p>Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. Root Cause: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.</p> |

Goal 4: Increase student daily attendance

Performance Objective 1: 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 | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Campus will review and revise ADA Matrix to ensure follow up and accountability</p> <p>Strategy's Expected Result/Impact: Increase in ADA</p> <p>Staff Responsible for Monitoring: APO and Lead Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 3, 4</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Celebrate students and staff with highest ADA</p> <p>Strategy's Expected Result/Impact: Incentivize students with perfect attendance & celebrate HR with highest attendance</p> <p>Staff Responsible for Monitoring: APO</p> <p>Title I: 2.4, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----|-----|-----------|
| Strategy 3: Implement school behavioral consequences and interventions such as consequence ladders/behavior plans Strategy's Expected Result/Impact: Decrease out of school suspension by 10% Staff Responsible for Monitoring: API/Grade Team Leaders Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: Lack of follow through using ADA escalation matrix. Root Cause: Management and fidelity to the matrix and accountability is impacted by high volume of absences.</p> |
| <p>Problem Statement 2: Lack of consequence system and communication platform to keep all informed of incidents that occur. Root Cause: No consequence hierarchy, grade level consequence ladders nor behavior contracts specific to grade levels have been created.</p> |
| <p>Problem Statement 3: Lack of involvement in school engagement activities. Root Cause: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.</p> |
| <p>Problem Statement 4: Lack of communication channels /means to families. Root Cause: Focused on social media instead of individual communication opportunities.</p> |

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-10th grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Data provided by HRM and tracked through monitors on a weekly basis

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: MS students participate in moderate to rigorous physical activity to promote healthy athletic and academic daily balance</p> <p>Strategy's Expected Result/Impact: Students get an opportunity to get exposed to athletics in MS levels and build the foundation for our various athletic teams such as basketball, soccer, cross country and flag football</p> <p>Staff Responsible for Monitoring: PE Athletic Coordinator & PE Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 3: Lack of involvement in school engagement activities. Root Cause: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.</p> |

Goal 5: Increase staff retention

Performance Objective 1: IDEA Robindale CP is 95% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher retention, GPTW, Listening Tour Feedback

| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|------------|------------------|
| <p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: Retain teachers and be fully staffed all year Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement Fall/Spring Listening Tours and Monthly Pulse Survey Checks Strategy's Expected Result/Impact: Increase opportunities for feedback and quick leader actions/implementation turnaround Staff Responsible for Monitoring: All Campus Leaders</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 2 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 3: Hold Teacher of the Month/Co Teacher of the Month and Monthly Core Value celebrations during All Staff PD</p> <p>Strategy's Expected Result/Impact: Reward, recognize and celebrate our teachers</p> <p>Staff Responsible for Monitoring: Lead team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 2: Lack of timely communication and follow when providing staff with feedback or training opportunities. Root Cause: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. Root Cause: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.</p> |
| Perceptions |
| <p>Problem Statement 3: Lack of involvement in school engagement activities. Root Cause: Timing of events and communication was not provided in a timely manner due to inconsistent implementation of Year At A Glance Event Calendar and cancellations of events due to lack of sponsorship.</p> |

Goal 5: Increase staff retention

Performance Objective 2: 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

Evaluation Data Sources: GET ratings, various tracking for SDC

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: 100% SDC completion and differentiated and targeted coaching</p> <p>Staff Responsible for Monitoring: Instructional Coaches/Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  <p>25%</p> | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 2: Lack of timely communication and follow when providing staff with feedback or training opportunities. Root Cause: Leaders assumed teachers had internalized feedback at first attempt but would lack consistent follow up or coach all to mastery.</p> |
| <p>Problem Statement 3: Lack of Special programs collaboration within all contents and services. Root Cause: There are no consistent operating mechanisms that address these gaps consistently (daily, weekly or biweekly meetings)</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Lack of proper staff onboarding to ensure they knew roles and responsibilities. Root Cause: The communication was fast-paced and did not have concrete next steps and follow-through with onboarding plans.</p> |
| <p>Problem Statement 2: Lack of training opportunities at our campus. Trainings not content specific to the needs of our teachers. Root Cause: Professional development was focused on school gaps rather than specific gaps for content and or new teachers struggling with classroom management.</p> |

Goal 6: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: By the 11th day of the School Year, Robindale CP will meet enrollment as set by the district

High Priority

Evaluation Data Sources: Various district trackers (ADA, Persistence, Enrollment) War Room trackers

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Tiger Team will meet daily for the first two weeks to review all data, identify target students and strategize on next steps.</p> <p>Strategy's Expected Result/Impact: Meet Enrollment, ADA and Persistence goals</p> <p>Staff Responsible for Monitoring: All Lead Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem Statement 1: Lack of follow through using ADA escalation matrix. Root Cause: Management and fidelity to the matrix and accountability is impacted by high volume of absences.</p> |

Campus Funding Summary

| Title I, Part A (4120) | | | | | |
|------------------------------------|-----------|----------|--------------------------------------------------------------------------------------------------------|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | College Counselor | | \$0.00 |
| 1 | 1 | 2 | College Counselor | | \$0.00 |
| 1 | 2 | 1 | College Counselor | | \$0.00 |
| 1 | 2 | 2 | College Counselor | | \$0.00 |
| 1 | 3 | 1 | College Counselor | | \$0.00 |
| 2 | 1 | 1 | Train families at Curriculum Night how they can use manipulatives at home to practice math and reading | | \$1,200.00 |
| 2 | 1 | 1 | Interventionist | | \$0.00 |
| 2 | 3 | 1 | Interventionist | | \$0.00 |
| 2 | 4 | 2 | Interventionist | | \$0.00 |
| 3 | 2 | 1 | Incentives and trophies for stakeholder recognition | | \$521.08 |
| 3 | 2 | 2 | Translate events into other languages to increase engagement and participation | | \$500.00 |
| Sub-Total | | | | | \$2,221.08 |
| Budgeted Fund Source Amount | | | | | \$2,221.08 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$2,221.08 |
| Grand Total Spent | | | | | \$2,221.08 |
| +/- Difference | | | | | \$0.00 |