IDEA Public Schools

Round Rock Tech Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 31, 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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Demographics

Demographics Summary

IDEA Round Rock Tech Academy is a K-5 open-enrollment charter school that serves over 550 students ranging in age from 5-11 in the Round Rock, Texas area. The school opened as a branch of IDEA Public Schools in 2020. The student population is demographically diverse as 44% of students are Hispanic, 26% are African American, 17% are White, and 11% are Asian. The school offers Comprehensive Support and Improvement (CSI), 504 plans, Response to Intervention (RTI), Special Education, Computer Science, Speech/ Language Therapy, and Social Work programs to meet all students' diverse educational and social-emotional needs.

Demographics Strengths

IDEA Round Rock Tech Academy has a diverse student and teacher population, with 44% of students being Hispanic, 26% African American, 17% White, 11% Asian, and 59% of teachers being Hispanic, 19% African American, and 15% White. IDEA RRT Academy is also economically diverse, with 45% of students being financially disadvantaged. IDEA RRT Academy is an A-rated campus, higher than most public schools in the area. All students also receive complimentary breakfast and lunch while they are at school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a decrease in new student persistence over the past two school years. **Root Cause:** Lack of communication regarding curriculum, culture, transportation, and expectations for new families.

Problem Statement 2 (Prioritized): There is a need for more language support for EB students. IDEA RRT Academy has a large number of English Learners. **Root Cause:** Not enough language acquisition support from teachers to support English Language learners in their academics.

Student Learning

Student Learning Summary

'- Our campus has improved in on-grade reading progress for K-2nd collectively and each grade level individually. We have consistently ranked #1 in the region for the 21-22 and 22-23 school years. Our kinder class of 21-22 ended the year with 89% on grade level; we maintained student-on-grade level progress into this school year, with 1st grade ending the school year with 90%. Our priority grade for the 22-23 was 2nd grade. This is due to our 1st-grade scholars ending the 21-22 school year with only 50% on grade level. With targeted intervention, including afterschool tutoring, additional reading intervention blocks within the school day, and parent/student/teacher buy, we increased our on-track percentage to 87% by EOY.
- For ELA, we have seen consistent growth throughout the year due to the teacher being very supportive of students that needed extra support. The teacher provided small groups, intervention, and differentiated assignments based on student needs. Our 4th-grade students come better prepared due to having previous exposure to tests. Our school has maintained a top 3 ranking for the school year for all assessments in the district. Teachers would analyze data after extensive reviews and reteach based on gaps and trends students would demonstrate.
- 4th Grade Students ranked #2 in the Austin region on their Math Mock STAAR Exam. This reflects a teacher having solid knowledge internalization of math content and being able to translate that into her lessons for the students. In addition, the teacher provided differentiated opportunities for students during after-school tutoring sessions, in-class small group interventions, scaffolded independent practice, and opportunities to practice on the online platform.

Student Learning Strengths

Compared to state and district percentages, our campus has a lower rate of economically disadvantaged students; this provides our students with additional opportunities for educational support. Our campus has a diverse student population, exposing our students to more cultural learning opportunities.

Implemented Exit Ticket Tracker, including subpopulations and hotlist column to track and react to data patterns
Implemented Growth Goals tracker for 4th grade
Implemented Edcite Exit Tickets to allow opportunities for students online test familiarity and navigation
Increase overall SPED A/M/M - SPED Teacher collaboration and internalization of Math Lesson Plans.
The teacher has solid knowledge internalization of eureka content and can translate that into her lessons for the students.
Targeted Growth Goal Students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not have the necessary testing strategies to showcase their learned skills independently on standardized assessment. **Root Cause:** Lack of consistent instruction due to teacher retention impacted instructional rigor and campus ability to provide aligned supplemental instruction targeting learning gaps.

Problem Statement 2 (Prioritized): Students did not meet 90/60/30 criteria - the gap is reflected in 3rd-grade math assessment data of 56/25/12 on Mock Exam. **Root Cause:** Students did not have ample opportunities to practice testing strategies through out the school year with STAAR allowed accommodations.

School Processes & Programs

School Processes & Programs Summary

Within the campus, the instructional leaders have unique responsibilities and roles that correspond to their respective content areas. The staff members receive coaching and development based on their abilities and have frequent discussions with their managers. This approach expedites the proficiency of new employees and establishes an internal talent pool for promotions. Additionally, the campus ensures ongoing feedback through reliable accountability measures and consistent fo personalized follow-through, cultivating a supportive environment with clear performance expectations for its employees.

School Processes & Programs Strengths

IDEA' curriculum &instruction provides students access to accelerated instruction through the 1:1 technology device, including adaptive mathematics and literacy software and hundreds of thousands of books in the district's digital library. The IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment with the Texas Essential Knowledge and Skills and AP course standards and the STAAR/EOC and AP exams. Additionally, our critical student intervention program provides targeted research-based instruction to students with a 2.0-year gap in Reading and Math to close that gap by 2.0 years during the school year. During the 21-22 school year, 85% of our students increased their reading goal by 2.0 years or more. IDEA Round Rock Tech Academy has retained an average of 90% of students for the 22-23 school year. IDEA Round Rock Tech parents rated IDEA as 4.6/5 on the statement, "My school is preparing my child for college." IDEA Round Rock Tech parents rated IDEA as 4.5/5 on the statement, "My school holds my child to high academic standards." IDEA Round Rock Tech students rated IDEA as 4.6/5 on the statement, "My teachers challenge me to do my best."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 25% of teachers showed minimal growth and advancement in their TCP.   **Root Cause:** Campus leaders did not prioritize developing teachers K-2 teachers.

Problem Statement 2 (Prioritized): 2/3 of teachers who resigned stated that mental health was why they left.   **Root Cause:** There has been a lack of investment and prioritization of leader resources to build social emotional skills and support with staff mental health."

Perceptions

Perceptions Summary

IDEA Round Rock Tech Academy is perceived as a campus where the leadership team is in-tune with the staff, supporting them in their daily efforts and providing consistent, reliable leadership wherein their actions match their words. The 22-23 staff retention is at 92.16% compared to 66.4%from the 21-22 school year. There was a complete Lead Team change (Except APO) which created a drastically different culture in which staff felt more supported and were not forced out due to personality differences or minor work issues. Based on data on parental engagement events, participation has ranged from 70%-80% significantly with the formation of the PSA and numerous on-campus events hosted wholly or partly by parents. The most significant barrier to participation continues to be parents' work schedules which do not allow them to be present during the day.

Perceptions Strengths

All staff stated that employees are treated fairly and that leadership actions match their words. This data point reflects the firm trust that the team has in their leaders, which directly contributes to staff retention. This starkly contrasts our organizational average of 84% (fair) and 71% (words=actions). For the 22/23 SY, we launched our Parent Success Association. The PSA is our version of a PTA/PTO. We have had consistent and growing parent participation throughout the school year and strong interest from new families going into the 23/24 SY. They hosted multiple events for staff and students and raised significant funds to help support the campus in diverse areas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 30% of our staff believe they are compensated fairly for their work.   **Root Cause:** There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming.

Problem Statement 2 (Prioritized): 46% believe IDEA is a mentally and emotionally healthy place to work.   **Root Cause:** Lack of investment and prioritization of staff's emotional/mental state during weekly check-ins.

Priority Problem Statements

Problem Statement 1: There has been a decrease in new student persistence over the past two school years.
Root Cause 1: Lack of communication regarding curriculum, culture, transportation, and expectations for new families.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 30% of our staff believe they are compensated fairly for their work.
Root Cause 2: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: 46% believe IDEA is a mentally and emotionally healthy place to work.
Root Cause 3: Lack of investment and prioritization of staff's emotional/mental state during weekly check-ins.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: 2/3 of teachers who resigned stated that mental health was why they left.
Root Cause 4: There has been a lack of investment and prioritization of leader resources to build social emotional skills and support with staff mental health."
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 25% of teachers showed minimal growth and advancement in their TCP.
Root Cause 5: Campus leaders did not prioritize developing teachers K-2 teachers.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students did not have the necessary testing strategies to showcase their learned skills independently on standardized assessment.
Root Cause 6: Lack of consistent instruction due to teacher retention impacted instructional rigor and campus ability to provide aligned supplemental instruction targeting learning gaps.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students did not meet 90/60/30 criteria - the gap is reflected in 3rd-grade math assessment data of 56/25/12 on Mock Exam.
Root Cause 7: Students did not have ample opportunities to practice testing strategies through out the school year with STAAR allowed accommodations.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need for more language support for EB students. IDEA RRT Academy has a large number of English Learners.

Root Cause 8: Not enough language acquisition support from teachers to support English Language learners in their academics.

Problem Statement 8 Areas: Demographics

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data
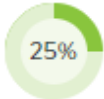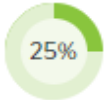
- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: IDEA achieves an A Rating
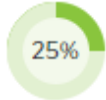
Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 54% in Spring 2024 (HB3)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Tracking each student's performance through each assessment, STAAR prep since day one (Grade trackers, Reteach time used effectively, Accurate data when grading).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6	25%	50%		
Strategy 2 Details	Reviews			
Strategy 2: Parent/GTL/teacher meeting with lower performing students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	25%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 34% to 36% in Spring 2024. (HB3)

Strategy 1 Details		Reviews			
Strategy 1: Begin student staar prep, strudent tracking, teacher reteaching strategies/reaction to data (from EOM/MM/SE/MOCK) from FDOS.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		25%	50%		
Strategy 2 Details		Reviews			
Strategy 2: Ensure parental involvement occurs by communicating goals with students/parents with 90/60/30 quarterly meetings.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Title I: 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		25%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Ensure students practice through the year on the summit app on clever for 30 min weekly during hotspot time.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Ensure that assistant principals are well versed on TELPAS exams to integrate TELPAs practices effectively into their content classrooms.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	35%		

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

Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure to provide students with multiple opportunities to meet HB4545 required minutes such as after-school tutoring, during-school tutoring, and pull-out during Hotspot/AR.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Create a system to track every minute students receive and track in PowerTeacher.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

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

Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure that general and special education teachers are held responsible for providing accommodations consistently and effectively	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	40%		
Strategy 2 Details	Reviews			
Strategy 2: Ensure that case managers tracking sped students' academic progress for classroom performance (not just IEP goals).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	25%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
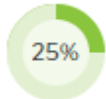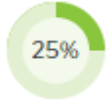
Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure to track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Goal 2: Increase student persistence

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

Strategy 1 Details	Reviews			
Strategy 1: Review the scorecard at least two weeks before the audit date to identify gaps.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all appropriate school staff is invested in preliminary scorecard review and assigned timebound actionable next steps to address gaps.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

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

Goal 2: Increase student persistence

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

Strategy 1 Details		Reviews			
Strategy 1: Ensure timely communication with families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Title I: 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		25%	50%		
Strategy 2 Details		Reviews			
Strategy 2: Ensure to plan family engagements every month to build relationships with families.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Title I: 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Family engagement Tools - Title I, Part A (4120) - $2,201.29		25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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: Ensure all consent forms for SSS are sent home no later than the first day of school.		**Formative**			**Summative**
Title I: 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
		25%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Prep teachers for anti-bullying presentation to be completed during the first week of school as part of culture camp.		**Formative**			**Summative**
Title I: 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
		25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	
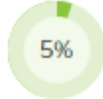
Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1,200. (TEC 11.253(d)(10))

Strategy 1 Details		Reviews			
Strategy 1: Ensure that students are not to be pulled for testing during P.E.		**Formative**			**Summative**
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
		25%	45%		
Strategy 2 Details		**Reviews**			
Strategy 2: Ensure that all staff is aware that Physical Education is a required curriculum and students must meet certain minutes per the State of Texas.		**Formative**			**Summative**
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
		25%	45%		
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue		

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Round Rock Tech Academy will achieve a 97% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
Strategy 1: Utilize the escalation matrix daily to ensure that any potential ADA issues are addressed promptly and that appropriate corrective actions are being undertaken.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	5%	30%		
Strategy 2 Details	Reviews			
Strategy 2: Add monthly and quarterly ADA incentives to invest students and their parents in meeting ADA targets.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Title I: 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	40%		

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

Goal 4: Increase staff retention

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

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**
Title I: 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Round Rock Tech Academy is 95% staffed for all teacher positions throughout the 2023-24 school year.
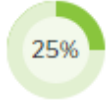
Strategy 1 Details		Reviews			
Strategy 1: Ensure to recruit and hire high-quality candidates per role by using high-quality resume criteria		**Formative**			**Summative**
Title I: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
		15%	40%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Performance Objective 1: IA & CP: IDEA Round Rock Tech Academy meets student enrollment by the 11th day during the 2023-24 school year.

    High Priority

Strategy 1 Details		Reviews			
Strategy 1: 100% of AC grade levels are overenrolled before FDOS.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of enrollment met.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO **Title I:** 2.6, 4.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		25%	50%		

Strategy 2 Details		Reviews			
Strategy 2: 90% of AC students are retained during the 2023-24 school year.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**		10%	35%		

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

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Family engagement Tools		$2,201.29
				Sub-Total	$2,201.29
				Budgeted Fund Source Amount	$2,201.29
				+/- Difference	$0.00
				Grand Total Budgeted	$2,201.29
				Grand Total Spent	$2,201.29
				+/- Difference	$0.00