

IDEA Public Schools
Rundberg Academy
2023-2024 Campus Improvement Plan



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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

Here at IDEA Rundberg, we are providing high quality education to ensure that we lay the foundation for our scholars to be successful in life. Our school was established in 2015 and is located in Austin, Texas. We are an open Charter School that focuses on college matriculation. We currently serve a cumulative of 697 scholars in grades K-5.

IDEA Rundberg is an open enrollment charter school founded in 2015. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Rundberg sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 91.09% White-Hispanic, 3.85% White, 2.34% Black African, and 0.16% Asian. Our population is made of 47.81% Male and 52.19% Female.

IDEA Rundberg implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Kinder through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in 3rd-5th are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them. IDEA Rundberg is on-track to uphold our legacy of sending 100% of its graduates to college.

Demographics Strengths

At IDEA Rundberg Academy, we have teachers who implement strong culture best practices which leads to significantly low percentage of discipline issues. Our campus TEA report card is a B rating. Staff members were given high quality professional development on best practices to build good rapport with all students around high expectations with culture which has lead to strong academic results. School Safety protocols are in place and partnership exists between local authorities and campus staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause:** 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 2 (Prioritized): There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause:** 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Student Learning

Student Learning Summary

Based on current data, IDEA Rundberg Academy is projected be a B. What is helping the campus in these major areas that contributed to this score were our ELA results, 5th Grade Science results, and our TELPAS results. Our cumulative ELA results afforded us the opportunity to meet 5/6 target areas in Domain 3 in addition to achieving a score of a 94(A) for academic growth. Additionally, our TELPAS results were above the state by 25% points. We had 61% of our Emergent Bilingual population grow at least 1 composite level.

Student Learning Strengths

At IDEA Rundberg Academy, our scholars are out performing the district in mathematics. Our achievement averages for math have consistently been in the top quartile.

The following strengths contribute to academic and culture success at our campus. Staff members are able to deliver results due to the level of unpacking and lesson internalization that is completed. They also deliver strong first instruction due to the lesson rehearsals that are completed on a daily/weekly basis and we are able close the achievement gap due to data driven decisions and instruction made on a daily basis. Our students are celebrated weekly for upholding our core values, being good role models for their peers and academic achievements.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause:** Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2 (Prioritized): Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Problem Statement 3: Lack of campus-wide EB strategies used to address the literacy gaps in grades K-5. **Root Cause:** Teachers lack training in best practices in lesson planning and delivery that allow for multiple opportunities for students to express learning through speaking and writing across all content areas.

Problem Statement 4: Teachers lack the skill to increase rigor in the classroom aligned to the rigor of state exam **Root Cause:** Lack of coaching by leaders on differentiation supports visible in lesson plans and in lesson delivery.

Problem Statement 5: There is a lack of planning for differentiated questions throughout each lesson. **Root Cause:** Teachers lack the knowledge and skills on how to scaffold rigorous questions throughout the lesson.

School Processes & Programs

School Processes & Programs Summary

Lastly, with the STAAR test being online, Rundberg Academy will introduce online based learning sooner in order to ensure our students' success on the STAAR.

Student Programs: Bilingual Program, Special Education General Education – Wit and Wisdom, Eureka, Amplify, Insight, Direct Instruction Electives- AR, HS, PE After school tutorial Hb4545 Intervention Move this World- Social Emotional Curriculum Typing.com IReady

Teacher Programs: Reading Academies TCP Staff Development Cycle Coaching Cycle- GET Rubric Teacher Advisory Council Campus Crisis Team Content Leaders, Course Leaders, Grade Team Leaders DI Coaches ,Course Collaborations Processes

Response to Intervention is provided to students based on academic and behavioral performance. 3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance. Weekly staff meetings are held for professional development sessions. Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need. Course Collaborations quarterly by content led by district course leader Lesson rehearsals to enhance quality of first instruction Content webinars with resources, unpacking of units, legal updates and best practices Roadmap assigned sessions to be in compliance and up to date with instructional best practices DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback Afterschool tutorial is offered to students based on academic needs

School Processes & Programs Strengths

At IDEA Rundberg, teacher and leader development is at the center of our values. For teachers, they go through intensive amounts of professional development before they even step foot into a classroom. Additionally, once the school year has started, teachers are developed through an intense coaching cycle that is comprised of real time feedback, observation feedback meetings, and data conversations. Lastly, all 3rd grade - 5th grade teachers engage in daily lesson rehearsals where they deliver pieces of their lesson to receive feedback before their first lesson.

Leaders are also developed very similarly to teachers. They go through the coaching cycle as well to ensure that they have the skills to develop teachers.

Here at IDEA Rundberg Academy, 100% of our teachers engage in lesson rehearsals to ensure that our scholars get the best learning possible the first time. Additionally, leaders here spend over 80% of their work day coaching and developing teachers in the classroom. Lastly, leaders did a great job of training staff on all of the GET Power Rows and ensured their proficiency.

Student Programs: Bilingual Program, Special Education General Education – Wit and Wisdom, Eureka, Amplify, Direct Instruction, Electives- AR, HS, PE, Intervention. Move this World- Social Emotional Curriculum Typing.com, Accelerated instruction meet required instructional minutes, Critical student intervention (CSI) Decoding (3-5th). K-2 Direct Instruction.

Teacher Programs: Reading Academies, Teacher Career Pathway, Staff Development Cycle, Coaching Cycle- GET Rubric, Teacher Advisory Council, Campus Crisis Team, Content Leaders, Course Leaders, Grade Team Leaders, Campus Crisis Safety Team Process for threats and student safety, Instructional Rounds, Culture Rounds, Lesson Plan Feedback,

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of strong teacher onboarding and opportunities for managers to create an environment of trust and work recognition. **Root Cause:** Lack of onboarding plan for staff and mechanisms to analyze teacher feedback and implement strategies to increase teacher investment and joyful opportunities.

Problem Statement 2 (Prioritized): Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause:** Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Problem Statement 3: Lack of timely communication to provide staff with opportunities for feedback or questions related to events, deadlines, and safety **Root Cause:** Leaders operated under the assumption that teachers internalized campus information and did not provide ample opportunities for questions or feedback.

Perceptions

Perceptions Summary

At IDEA Rundberg, we have had a high turnover rate in leadership and instructional staff. As a result, the school does not have consistency in operational systems and extensive experience in current roles. Additionally, based on staff surveys some staff feel undervalued and overworked. Teachers have a strong commitment to our mission and continue to find great purpose in serving our students. With our large population of Emergent Bilingual scholars, teachers find it difficult to connect with families if they do not speak Spanish themselves. This creates a gap in communication between the school and our community.

Perceptions Strengths

Increase in community events have yielded strong connections between our staff and families and stronger partnerships. Staff also have developed strong skills in pedagogical practices and addressing student behaviors effectively by implementing strong culture systems that are aligned in K-5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of communication systems and processes between the teachers and families. **Root Cause:** Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

Problem Statement 2: There is a need to increase trust and investment between leaders and staff on our Employee Survey. **Root Cause:** Lack of opportunities for staff to provide feedback on judgment calls and operating mechanisms.

Problem Statement 3 (Prioritized): There is a need to increase staff retention due to lack of feeling valued. **Root Cause:** Inconsistent celebrations and recognition through out the year.

Problem Statement 4: Low performance from Emergent Bilingual scholars in EOY exams due to poor scaffolding by staff and lack of understanding Spanish. **Root Cause:** Less than 30% of staff speak nor understand Spanish and lack strategies to support the language barriers.

Priority Problem Statements

Problem Statement 1: Lack of alignment with between our writing instruction and writing expectations on STAAR.

Root Cause 1: Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills.

Root Cause 2: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of strong teacher onboarding and opportunities for managers to create an environment of trust and work recognition.

Root Cause 3: Lack of onboarding plan for staff and mechanisms to analyze teacher feedback and implement strategies to increase teacher investment and joyful opportunities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Scholars did not get adequate amount of screen to scratch practice through out the year.

Root Cause 4: Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of communication systems and processes between the teachers and families.

Root Cause 5: Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a lack of follow through with implementation of the ADA escalation matrix.

Root Cause 6: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a lack of opportunities to involve parents throughout the school year on campus.

Root Cause 7: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to increase staff retention due to lack of feeling valued.

Root Cause 8: Inconsistent celebrations and recognition through out the year.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data







Goals

Goal 1: All IDEA students matriculate to college

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

High Priority







Evaluation Data Sources: EOY STAAR and District assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions and writing to help increase the rigor that aligns to what they see on a college prep level.</p> <p>Strategy's Expected Result/Impact: Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy.</p> <p>Staff Responsible for Monitoring: Principal and API's</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All IDEA students matriculate to college

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

Evaluation Data Sources: Quarterly Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Set yearly academic goals, track and monitor, that prepare our students for end of year assessments and college readiness.</p> <p>Strategy's Expected Result/Impact: Students build foundation needed in Reading and Math</p> <p>Staff Responsible for Monitoring: Assistant Principals of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. Root Cause: Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.</p>

Goal 2: 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 38% to 40% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: EOY STAAR and District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions and writing to help increase the rigor of the EOY STAAR exam.</p> <p>Strategy's Expected Result/Impact: Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy.</p> <p>Staff Responsible for Monitoring: Principal and API's</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on first instruction through weekly lesson rehearsals for teacher</p> <p>Strategy's Expected Result/Impact: Weekly exit ticket data to meet SAS target of 55</p> <p>Staff Responsible for Monitoring: ELA Teachers, Assistant Principal of Instruction</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</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:

Student Learning

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.







Goal 2: 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 36% to 38% in Spring 2024. (HB3)

High Priority

HB3 Goal









Evaluation Data Sources: EOY STAAR and District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly lesson plan clinics with a focus on habits of discussions, writing, and evidence of work/justifications to help increase the rigor of the EOY STAAR exam.</p> <p>Strategy's Expected Result/Impact: Increase overall meets and masters on the EOY STAAR exam as well as increase the rigor in academic discussion in academy.</p> <p>Staff Responsible for Monitoring: Principal and API's</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 55% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS mock and large scale assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan EB differentiation in lesson plans and execute during classroom instruction</p> <p>Strategy's Expected Result/Impact: Meet EB targets in Domain III for state accountability</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, EL Point Person, 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: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to all teachers on EL instructional best practices.</p> <p>Strategy's Expected Result/Impact: Students increase in TELPAS proficiency</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal of Instruction, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</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 3 Problem Statements:

Student Learning









Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause:** Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

Goal 2: IDEA achieves an A Rating

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

Evaluation Data Sources: weekly report audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide strategic intervention to 100% of HB4545 students during afterschool and Saturday tutorials</p> <p>Strategy's Expected Result/Impact: 100% of students meet HB4545 minutes</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, Principal</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 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Track HB4545 minutes on a weekly basis through current operating mechanisms to adjust support as needed.</p> <p>Strategy's Expected Result/Impact: 100% of HB4545 students meet their minutes</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, Principal</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</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 4 Problem Statements:

Student Learning

Problem Statement 1: Lack of reading and writing intervention opportunities to improve decoding, fluency and comprehension reading skills. **Root Cause:** Poor implementation and effective use of intervention programs such as Summit K-12 to support our Emergent Bilingual students reading skills.

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.









School Processes & Programs

Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause:** Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan SPED differentiation in lesson plans for Reading and Math</p> <p>Strategy's Expected Result/Impact: Students receive high quality first instruction that leads to mastery and approaches in district and state exams.</p> <p>Staff Responsible for Monitoring: SPED Teacher, Teacher, Assistant Principal of Instruction, 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: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Track and monitor student SPED data on weekly assessments.</p> <p>Strategy's Expected Result/Impact: SPED students meet Approaches in EOY STAAR assessment</p> <p>Staff Responsible for Monitoring: SPED teacher, Teacher, Assistant Principals of Instruction, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</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 5 Problem Statements:

Student Learning

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.









School Processes & Programs

Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause:** Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Goal 2: IDEA achieves an A Rating

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

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

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: Students meet 90/60/30 goal in State end of year assessments</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal of Instruction, 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold Parent Meetings to inform on STAAR goals and progress throughout the school year</p> <p>Strategy's Expected Result/Impact: 90% of students meet their individual STAAR goals</p> <p>Staff Responsible for Monitoring: Teachers, Grade Team Leaders, Assistant Principals of Instruction, Principal</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 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</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 6 Problem Statements:

Demographics

Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. **Root Cause:** 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause:** 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Student Learning

Problem Statement 2: Lack of alignment with between our writing instruction and writing expectations on STAAR. **Root Cause:** Lack of opportunities and training on how to unpack the unit plans and determine the areas to align and add supplemental STAAR materials.

School Processes & Programs

Problem Statement 2: Scholars did not get adequate amount of screen to scratch practice through out the year. **Root Cause:** Leaders failed to properly integrate technology use in class and monitor weekly practice starting in quarter 1.

Perceptions

Problem Statement 1: Lack of communication systems and processes between the teachers and families. **Root Cause:** Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.

Goal 3: 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))

High Priority

Evaluation Data Sources: Safety Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills are done by the deadlines as well as ensure all members of the campus crisis team is certified in all life saving measures.</p> <p>Strategy's Expected Result/Impact: Campus will be in compliance with all District and Federal guidelines for safety.</p> <p>Staff Responsible for Monitoring: Principal and APO</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review safety scorecard feedback in APO tactical on a weekly basis</p> <p>Strategy's Expected Result/Impact: Campus receives a score of proficient or higher</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations, Campus Principals</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 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
<p>Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. Root Cause: 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.</p>







Goal 3: 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))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority







Evaluation Data Sources: Family Surveys and Attendance Sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a school-wide calendar with a family engagement event each month and review each event at weekly lead team tacticals.</p> <p>Strategy's Expected Result/Impact: Families choose to keep their students are IDEA Rundberg thus increasing persistence.</p> <p>Staff Responsible for Monitoring: SC, APO, Principal</p> <p>Funding Sources: Manipulatives, Learning games, Crafts - Title I, Part A (4120) - \$3,254.94</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: 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))

Evaluation Data Sources: Culture Week Lesson Plan Audit for lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting</p> <p>Strategy's Expected Result/Impact: 100% completion of Anti-Bullying and Safer, Smarter School curriculum week 1</p> <p>Staff Responsible for Monitoring: Principal and Student Success Advisor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>10%</p>	 <p>40%</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. Root Cause: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,</p>
Perceptions
<p>Problem Statement 1: Lack of communication systems and processes between the teachers and families. Root Cause: Teachers are not communicating with parents when they are having behavior or academic issues with their scholars consistently and promptly throughout the year.</p>







Goal 4: Increase student daily attendance

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

High Priority

HB3 Goal

Evaluation Data Sources: Weekly MVPA benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly checkins with the PE coaches to ensure that they are backwards planning to meet the goal on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 100% of PE scholars hit the MVPA goal.</p> <p>Staff Responsible for Monitoring: PE coaches and API</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Rundberg will achieve a 96% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Weekly ADA benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: IDEA Rundberg will adhere to the ADA escalation matrix with 100% fidelity Strategy's Expected Result/Impact: Hit the ADA goal of 97% Staff Responsible for Monitoring: APO, SC, and Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create yearly ADA celebration plan for student motivation Strategy's Expected Result/Impact: Meet yearly ADA goal Staff Responsible for Monitoring: SIS registrar, Assistant Principals, Principal</p> <p>Title I: 2.5</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: Demographics 1, 2</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
<p>Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. Root Cause: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,</p>







Demographics

Problem Statement 2: There is a lack of opportunities to involve parents throughout the school year on campus. **Root Cause:** 1. Lack of clarity and communication with parents on our school culture and student expectations during the new family onboarding process. 2. There is a lack of opportunities to analyze and implement parent feedback on what areas to improve on.

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Evaluation Data Sources: Weekly Reports on MVPA minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Track and monitor MVPA data on a weekly basis to create weekly target list of students</p> <p>Strategy's Expected Result/Impact: 100% of students meet their MVPA minutes goal</p> <p>Staff Responsible for Monitoring: PE coach, Assistant Principal of Instruction, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: There is a lack of follow through with implementation of the ADA escalation matrix. Root Cause: 1. There was poor accountability and lack of prioritization of repeated attendance offender meetings. 2. There was a lack of managing the communication on attendance gaps with families from teachers and leaders due to high the volume of absences,</p>

Goal 5: Increase staff retention

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

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

Evaluation Data Sources: 100% completion reports

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% of staff development cycle meetings occur for all staff members</p> <p>Staff Responsible for Monitoring: campus leaders</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for goal setting, 2x2, and APR components of staff development cycle</p> <p>Strategy's Expected Result/Impact: 100% of teachers and managers complete all components of staff development cycle (SDC)</p> <p>Staff Responsible for Monitoring: campus leaders</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 3: There is a need to increase staff retention due to lack of feeling valued. **Root Cause:** Inconsistent celebrations and recognition through out the year.

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rundberg is 100% staffed for all teacher positions throughout the 2023-24 school year.
 Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

High Priority

Evaluation Data Sources: Staff Retention Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Have monthly touch-points with talent partner to discuss current status of teacher vacancies and resources needed to support current teachers.</p> <p>Strategy's Expected Result/Impact: Ensure that students have the best and qualified teachers teaching them from the 1st day of school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>10%</p>	 <p>30%</p>		
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Manipulatives, Learning games, Crafts		\$3,254.94
Sub-Total					\$3,254.94
Budgeted Fund Source Amount					\$3,254.94
+/- Difference					\$0.00
Grand Total Budgeted					\$3,254.94
Grand Total Spent					\$3,254.94
+/- Difference					\$0.00