

IDEA Public Schools

Rise Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Rise Academy will retain 85% of all staff for the 22-23 school year.	14
Goal 2: All IDEA students matriculate to college	15
Goal 3: IDEA achieves an A rating	16
Goal 4: Increase student daily attendance	20
Goal 5: Increase student persistence	21
Goal 6: Rise Academy will end 90% of K-2 on track in reading (DI)	23
Title I Personnel	24
Addendums	25

Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Rise Academy is a K-5 public charter school located in Fort Worth, Tx. We have open enrollment year around which includes a lottery for enrollment. We are a campus that supports ESL/Bilingual, Special Education, and clubs including fine arts, athletics and academics.

See PDF in Addendum for more information.

Demographics Strengths

Over Communication- lots of detailed information given

Staff attitude and teamwork-starts w/McCray and filters down

Collaboration within grade levels (K-K, 1st-1st etc)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families. **Root Cause:** Breakdown in communication chain from region to school to parent.

Problem Statement 2: Black students receive harsher consequences compared to other demographics on campus. **Root Cause:** Teacher/staff discipline referral input-not identifying social and emotional student needs.

Problem Statement 3: 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports. **Root Cause:** 2. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events

Student Learning

Student Learning Summary

STAAR performance for student achievement increased from a 31 (20-21) to a 43 (21-22) for the school year. School progress includes: for relative performance, increased from 31 (20-21) to a 43 (21-22). There is no closing the gaps data.

Refer to chart below for significant gains for data from 20-21 to 21-22- There were significant gains from both contents- ELA and Math. The campus was only K-4 for 21-22 so there are no STAAR Scores for science or ss. Due to the gains in both contents we received designations in: Academic Achievement in ELA, Post secondary readiness and Top 25% comparative closing the gaps. The campus was predicted at a C rating in the state of Texas and we exceeded the prediction and ultimately performed at a 83 B rating.

See PDF/Addendum for more information.

20-21 STAAR Data- State Accountability Ratings- 57 F	21-22 STAAR Data- State Accountability Ratings- App/Meets/Mstr- 83 B	
App/Meets/Mstr		
3 rd ELA- 59/23/7	3 rd ELA- 67/45/25	4 th ELA- 63/39/23
3 rd Math- 54/28/10	3 rd Math- 73/45/17	4 th Math- 66/36/17
	<u>Cohort Data:</u> <i>Gains from 20-21</i> ELA- +4/+16/+16 Math- +12/+8/+7	<u>Grade level data:</u> <i>Gains from 20-21</i> ELA- +8/+22/+18 Math- +19/+17/+7

Student Learning Strengths

See PDF/Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): DI (Direct instruction) is prioritized over all contents in K-2. **Root Cause:** Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects.

Problem Statement 2 (Prioritized): No alignment for ELA curriculum (Wit and Wisdom) to STAAR. **Root Cause:** Lack of resources for campus and district to supplement.

Problem Statement 3 (Prioritized): Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations. **Root Cause:** lack of support and resources for students and teachers.

Problem Statement 4 (Prioritized): Stakeholders were not invested in the purpose of TELPAS which impacted student investment. **Root Cause:** Stakeholders did not understand the connection between TELPAS and state accountability.

School Processes & Programs

School Processes & Programs Summary

See PDF in Addendum for more information.

Rise Academy has teacher leader positions such as Grade Team leaders, Peer Coaches and Content leaders. Each teacher leader has a roles/responsibilities and expectations in hard and soft copy, biweekly support meetings and lead team support. In the case any teachers identify as low performing, mandatory content meetings are on Monday's and professional development meetings on Tuesdays. Consistent lesson observations, tight loop coaching and feedback are present in all operating mechanisms.

Academic and extracurricular clubs are available- they are aligned to our mission, vision and core values to bring the joy, closing gaps and boost academic achievement. All programs focus on a safe environment by having teachers lead out on clubs versus outside vendors, and teachers are familiar with students and hold relationships. High expectations are top priority as students will be exited from clubs for failure to meet expectations.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers were unclear on lines of communications when requesting support. **Root Cause:** Lack of clearly scripted communication ladder for teachers.

Problem Statement 2 (Prioritized): Many systems changed through out the year, from beginning of the year to mid year. **Root Cause:** Systems needed to be adjusted to fit the needs of the campus.

Perceptions

Perceptions Summary

Conflict is reduced by pushing restorative practices and restorative justice strategies. Restorative conferences and conversations include mediation, reconciliation and communication between all parties. Staff turn over rate for 21-22 was 50% of staff returned this year. This was due to principal successorship, lead team changes and overall campus culture clean up. Staff mentoring includes- peer helper meetings, great places to work survey- (key data that stood out- competency category- management has a clear view of where the organization is going and what to look for (61), I want to work here for a long time (50), community average was high (79), our facilities contribute to a good working environment (89).

One family engagement event per month, participation rates measured by sign in sheets and counters to count participants.

Covid and the closed campus prevented participation by parents/guardians and community.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Rise Academy maintained 50% of its staff from the 21-22 school year. **Root Cause:** New principal to campus, new lead team to campus, new accountability.

Problem Statement 2 (Prioritized): Alignment with college prep/academy campuses on incentives, spirit weeks etc. **Root Cause:** Vision of the former academy principal did not align with college prep or IDEA core values.

Problem Statement 3 (Prioritized): Lack of communication with families regarding events. **Root Cause:** Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.

Priority Problem Statements

Problem Statement 1: Rise Academy maintained 50% of its staff from the 21-22 school year.

Root Cause 1: New principal to campus, new lead team to campus, new accountability.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families.

Root Cause 2: Breakdown in communication chain from region to school to parent.

Problem Statement 2 Areas: Demographics

Problem Statement 3: DI (Direct instruction) is prioritized over all contents in K-2.

Root Cause 3: Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: No alignment for ELA curriculum (Wit and Wisdom) to STAAR.

Root Cause 4: Lack of resources for campus and district to supplement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations.

Root Cause 5: lack of support and resources for students and teachers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Stakeholders were not invested in the purpose of TELPAS which impacted student investment.

Root Cause 6: Stakeholders did not understand the connection between TELPAS and state accountability.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers were unclear on lines of communications when requesting support.

Root Cause 7: Lack of clearly scripted communication ladder for teachers.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Many systems changed through out the year, from beginning of the year to mid year.

Root Cause 8: Systems needed to be adjusted to fit the needs of the campus.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Alignment with college prep/academy campuses on incentives, spirit weeks etc.

Root Cause 9: Vision of the former academy principal did not align with college prep or IDEA core values.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Lack of communication with families regarding events.

Root Cause 10: Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.

Problem Statement 10 Areas: Perceptions

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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results



Goals






Goal 1: Rise Academy will retain 85% of all staff for the 22-23 school year.

Performance Objective 1: Rise Academy will earn a satisfaction rating of 90% on the Great Places to Work Survey.

High Priority

Evaluation Data Sources: Great places to work survey, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews.

Strategy 1 Details	Reviews			
Strategy 1: Monthly whole school staff engagements off campus, Monthly staff celebrations, Teacher/Co Teacher of the month celebrations and recognition. Strategy's Expected Result/Impact: Completing these above tasks will ensure staff feels appreciated and recognized for their hard work daily. Staff Responsible for Monitoring: Lead team- API's, AA, Dean of Culture, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure differentiated professional development for teachers to impact growth and student achievement- which provides a sense growth and contributes to meeting goals for their TCP and bonuses. Strategy's Expected Result/Impact: GPTW survey, GET ratings, TCP ratings Staff Responsible for Monitoring: Lead team and teachers Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Strong onboarding and retargeted employment interview questions during interview process. Strategy's Expected Result/Impact: retain and recruit teachers Staff Responsible for Monitoring: lead team, district Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






Perceptions
Problem Statement 1: Rise Academy maintained 50% of its staff from the 21-22 school year. Root Cause: New principal to campus, new lead team to campus, new accountability.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 SY, Rise academy will increase student awareness of what it takes to gain acceptance of college.

High Priority

Evaluation Data Sources: core values awards and data and informal student conversations

Strategy 1 Details	Reviews			
Strategy 1: Incorporate core values awards and connect to college entry and readiness. Strategy's Expected Result/Impact: increase student awareness for college Staff Responsible for Monitoring: teachers, staff and lead team Title I: 2.4 - TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. Root Cause: Vision of the former academy principal did not align with college prep or IDEA core values.



Goal 3: IDEA achieves an A rating







Performance Objective 1: By the end of the 22-23 SY, we will increase 3rd-5th grades Reading and Math STAAR performance by at least 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Benchmark exams and classroom grades

Strategy 1 Details	Reviews			
Strategy 1: Saturday School roll out- to provide additional academic support and test prep. Strategy's Expected Result/Impact: increase ELA/Math STAAR results Staff Responsible for Monitoring: Lead Team, Grade team leaders Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Encourage parental involvement by adding literacy night, curriculum nights, math nights and STAAR prep nights for families to gain information on how to support scholars. Strategy's Expected Result/Impact: increase student achievement and parent engagement Staff Responsible for Monitoring: Lead team, GTL, content leads and school counselor Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use locus dashboard to track student data in domains 1-3 Strategy's Expected Result/Impact: increased student academic achievement in domains 1-3 Staff Responsible for Monitoring: lead team, teachers, gtl's and content leaders Title I: 2.4 Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Pull outs and tutorials to accelerates student learning Strategy's Expected Result/Impact: increase in student data achievement Staff Responsible for Monitoring: teachers, lead team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: DI (Direct instruction) is prioritized over all contents in K-2. Root Cause: Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects. Problem Statement 2: No alignment for ELA curriculum (Wit and Wisdom) to STAAR. Root Cause: Lack of resources for campus and district to supplement. Problem Statement 3: Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations. Root Cause: lack of support and resources for students and teachers. Problem Statement 4: Stakeholders were not invested in the purpose of TELPAS which impacted student investment. Root Cause: Stakeholders did not understand the connection between TELPAS and state accountability.
Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. Root Cause: Vision of the former academy principal did not align with college prep or IDEA core values. Problem Statement 3: Lack of communication with families regarding events. Root Cause: Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.






Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the 22-23 SY, we will increase domain 3 from a 77 to an 80 specifically targeting special population scholars.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Benchmark exams, mock exams and semester exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify Domain 3 scholars with targeted instruction for them to meet their growth goals -Leader pulls small group for priority students during instructional time. Strategy's Expected Result/Impact: increase scores on district assessments and STAAR Staff Responsible for Monitoring: Lead Team/SPED and Lead teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: No alignment for ELA curriculum (Wit and Wisdom) to STAAR. Root Cause: Lack of resources for campus and district to supplement.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By the end of the 22-23 SY, students will perform at 60% or higher in mastery of reading mock semester exams. This will occur by increasing independent practice in all classes for 25 mins consistently daily.

High Priority

HB3 Goal






Evaluation Data Sources: Mock exams, locus dashboard exams.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 SY, Rise Academy will reach the goal of 97.5% average daily attendance school wide.

High Priority

Evaluation Data Sources: Locus data dashboards, powerschools

Strategy 1 Details	Reviews			
Strategy 1: Increasing CP/AC alignment with incentives to increase ADA. Strategy's Expected Result/Impact: Increase ADA campus wide- AC/CP. Staff Responsible for Monitoring: Lead team, operations Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families. Root Cause: Breakdown in communication chain from region to school to parent.
Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. Root Cause: Vision of the former academy principal did not align with college prep or IDEA core values.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 22-23 SY, discipline referrals (violence prevention and intervention) will decrease in Deans list BY 10% and by increasing SEL practices (Move this world) and implementation of consistent restorative justice practices.

High Priority

Evaluation Data Sources: Dean's list, discipline data discipline spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: Staff professional developments centered around violence prevention, restorative practices, classroom management strategies to increase student positivity. Strategy's Expected Result/Impact: decrease discipline referrals and consequences Staff Responsible for Monitoring: Lead Team Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






School Processes & Programs
Problem Statement 1: Teachers were unclear on lines of communications when requesting support. Root Cause: Lack of clearly scripted communication ladder for teachers.

Goal 5: Increase student persistence

Performance Objective 2: By the end of the 22-23 SY, students will have a better understanding of their physical health and activity by meeting goals within the coordinated health program.

High Priority

Evaluation Data Sources: student fitness assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the PE program by including timers, jump ropes, heart monitors to improve overall physical health by data tracking from IHT/MVPT data. Strategy's Expected Result/Impact: improve student health program data Staff Responsible for Monitoring: PE teachers, Lead team Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 2				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Many systems changed through out the year, from beginning of the year to mid year. Root Cause: Systems needed to be adjusted to fit the needs of the campus.

Goal 6: Rise Academy will end 90% of K-2 on track in reading (DI)

Performance Objective 1: By the end of the 22-23 SY, students in K-2nd grade will grow 2% over the given goal of 90% in reading, by meeting weekly benchmarks on curriculum and ensuring 80% of above on mastery on all mastery test and independent work assignments.

High Priority

HB3 Goal

Evaluation Data Sources: Locus dashboards, dionline dashboard and daily DI exit ticket chat.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		0%	PTG		0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps		
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required			
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required			
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TEPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			

Campus Name

2021-22 Student Achievement Improvement Plan

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level (EOM4)	Eureka First on Grade Level (EOM5)	Eureka Second on Grade Level (EOM7)	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	64.6/23.2/7.3	87/9/4	75.8/24.2/62.2		

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	59	49	NA			
% Meets	25	25	NA			
% Masters	11	9	NA			
% Student Achievement Average			NA			
% Meet 2 year growth			NA			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	n/a	
% of CSI Passing STAAR	n/a	
% of SPED Passing STAAR	n/a	

Reflections

Areas of Strength	Areas of Need
1 Eureka Kits and Materials	1 DI over everything-- time needs to be spent focused on the other content areas, fidelity with math planning protected
2 Lesson plans/scripted curriculum	2 Master calendar that reflects and respects assessment deadlines and days
3 Common planning with 3/4 content teachers	3 Flexibility and autonomy to reteach and room for small group instruction

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	NA	48%	58%	45%	2%	24%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Not Met
Data Source: STAAR						
	MOCK Reading Grade 3	MOCK Reading Grade 4			Awaiting STAAR results	
% Approaches	60%	44%				
% Meets	38%	20%				
% Masters	23%	7%				
SAS	n/a	n/a				
% Student Achievement Average	40	24				
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	70% grew +2yrs					
% of CSI Passing STAAR	Pending					
% of SPED Passing STAAR	Pending					

Reflections	
Areas of Strength	Areas of Need
1- Useful Lesson Plan Template (3rd and 4th)	1- Wit & Wisdom + DI + STAAR alignment for all ELA related items
2- Communication and collaboration with teams (ex. Wade supporting/modeling for Calvin-- writing and reading teachers collaborating for STAAR)	2- More resources to build background and to help scaffold for SPED/504/ELLs
3- Side by Side planning and collaboration to adjust instruction based on data	3-Lack of thorough training for all language/ELA/reading curriculum and programs

	4-Adding 1 STAAR day per week to incorporate practice that is aligned (include practice with STAAR redesigned materials)

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	85/33/33	79/33/18	97/86/75	NA	NA

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	NA	
% Meets	NA	
% Masters	NA	
% Student Achievement Average	NA	

Reflections

Areas of Strength	Areas of Need
1- Structured curriculum with hands on activities	materials and supplies not readily available and needing to be ordered
2- assessments and modules were aligned to the lessons	2-more ss/sci leader observations and feedback for teachers
3- Pacing of the curriculum was grade level appropriate	3- frontloading vocabulary and providing visuals for ELL/SPED students

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	NA	NA	NA	29/14/2	37/6/0	NA

Reflections

Areas of Strength	Areas of Need
Addressing good context- topics that were covered	Too Dense- included too much writing for upper level students
Different types of projects	Not grade level/too much religion information (too detailed)
Ties into other contents (kinder)	Textbooks and project materials- lack there of- TIMELY ORDERING
Curriculum teacher support was strong- national	Included field lessons

Campus Name

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	K (5%) 1st (22%) 2nd (18%) 3rd (4%) 4th (19%)	K (16%) 1st (11%) 2nd (27%) 3rd (4%) 4th (13%)	K (21%) 1st (28%) 2nd (64%) 3rd (15%) 4th (13%)	K (21%) 1st (56%) 2nd (64%) 3rd (15%) 4th (13%)	
% Intermediate	K (26%) 1st (44%) 2nd (27%) 3rd (12%) 4th (45%)	K (47%) 1st (6%) 2nd (59%) 3rd (58%) 4th (35%)	K (21%) 1st (28%) 2nd (64%) 3rd (15%) 4th (13%)	K (47%) 1st (33%) 2nd (27%) 3rd (38%) 4th (35%)	
% Advanced	K (42%) 1st (0%) 2nd (41%) 3rd (54%) 4th (29%)	K (21%) 1st (50%) 2nd (14%) 3rd (35%) 4th (48%)	K (53%) 1st (28%) 2nd (23%) 3rd (31%) 4th (30%)	K (16%) 1st (6%) 2nd (9%) 3rd (38%) 4th (35%)	
% Advanced High	K (26%) 1st (33%) 2nd (14%) 3rd (31%) 4th (6%)	K (16%) 1st (33%) 2nd (0%) 3rd (4%) 4th (3%)	K (16%) 1st (28%) 2nd (5%) 3rd (23%) 4th (13%)	K (16%) 1st (6%) 2nd (5%) 3rd (8%) 4th (16%)	

Reflections

Areas of Strength	Areas of Need
1 Testing process went smoothly	1 Consistent designated testing locations
2 Strong Testing plan	2 Preparation of students - criteria for success
3 All students were tested within the testing window	3 Student/teacher/campus/parent investment

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	62.12%
% Teacher Retention	62.12%
% Campus Support Retention	87%
% SPED Teachers	10%
% State/National Certified Teachers	
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1 Relationships with staff	1 Communication - needed clarity and a ladder of communication
2 Management was approachable and visible this year	2 Consistency - BOY and MOY
3 Adaptability despite adversity	3 Whole school being all on one accord

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.12%
% Overall Persistence	88.97%
% New Student Persistence	86.30%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11%
% ELL	24%
% Eco Dis	86%
% Migrant	0
% Race: American-Indian- Alaska-Native	1%
% Asian	2%
% White-Hispanic	48%
% Multi	1%
% Black-African-American	40%
% Native-Hawaiian-Pacific- Islander	0%
% White	7%
% Male	52.00%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Communication- lots of detailed information given	More efficient communication- consistency of the message. Mixed messages and clarity needed.
Staff attitude and teamwork-starts w/McCray and filters down	Follow through and action for plans- accountability for plans made
Collaboration within grade levels (K-K, 1st-1st etc)	Better collaboration between grade levels and AC-CP (1st-2nd, 5th-6th etc)

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	22%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	26%
% Families who attended Winter Festival	41%
% Families who attended Spring Festival	n/a

Reflection	
Areas of Strength	Areas of Need
1 Resuming in person events- parents and staff were very excited to return on campus and in person.	1 More teacher/staff investment and participation
2 ADA incentives increased family commitment	2 Alignment with CP/AC on incentives, spirit weeks etc.
3 Incorporating spirit weeks and awareness months increased family involvement	3 Lack of communication- some families don't have remind or social media and are unaware of events