

IDEA Public Schools

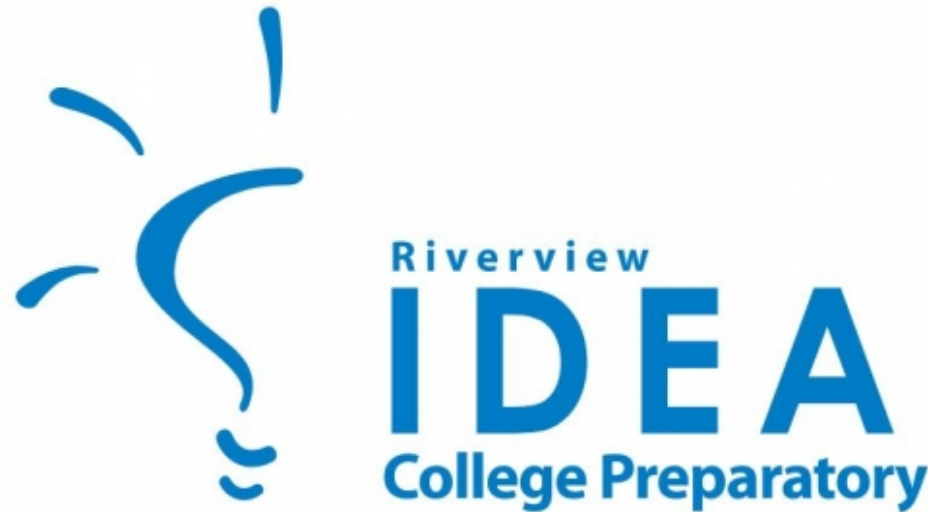
Riverview College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Riverview College Preparatory is an open enrollment public charter school that serves students in grades 6th through 12th. IDEA Riverview College Preparatory serves a total of 744 students, ranging in ages 11 to 19. Special programs offered at IDEA Riverview College Preparatory include: CTE, Special Education, and Athletics. IDEA Riverview College Preparatory is a designated T-STEM Academy, serving 100% of students in grades 9 through 12. Demographic data from the 21-22 TEA school report card indicates that:

- 98.7% of students are Hispanic
- 1.3% of students are White
- 95.6% of students are Economically Disadvantaged
- 6.3% of students are served in the Special Education program
- 52.7% of students are Emergent Bilingual/English Learners

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 60% of students are Emerging Bilingual **Root Cause:** Students are moving to this country or are coming from another District where there were taught in Spanish

Problem Statement 2 (Prioritized): There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause:** -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.

Student Learning

Student Learning Summary

IDEA Riverview College Preparatory earned an A Rating from TEA, specifically a 97 out of 100, and the following outcomes in each domain:

- Domain I: Student Achievement - 90 out of 100
- Domain II: School Progress - 96 out of 100
- Domain III: Closing the Gaps - 100 out of 100

Data from Domain III indicates that 100% of our demographic groups met academic achievement and academic growth targets.

Riverview College Preparatory performed in the top quartile in their comparative group, having earned the following distinctions:

- Academic Achievement in English/Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

In the past, IDEA Riverview College Preparatory did not receive accountability ratings in 2019 - 2020 and 2020 - 2021, due to the COVID-19 pandemic. An A Rating was earned in 2018 - 2019.

In terms of CCMR, we had 93% of our Class of 2022 meeting a CCMR indicator, for either being TSI Exempt, passing an AP Exam, obtaining an Industry Based Certification, or completing an OnRamps Dual Enrollment Course.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students passing the TSI exams has increased minimally over the past several years. **Root Cause:** Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

Problem Statement 2 (Prioritized): The average ACT composite score has not increased significantly. **Root Cause:** There is a lack of resources for student preparation.

School Processes & Programs

School Processes & Programs Summary

Actions that we take to support powerful teaching and learning on our campus include teacher development. We complete the OCS (outcomes, causes, and solutions) to help our teachers grow and develop. We follow the coaching cycle. At our campus, we observe our teachers diagnose the most pressing problems. After the observation, we plan a check-in meeting to give the action steps that will assist with understanding the feedback and improve their teaching skills. The last part of the cycle is the follow-up. In the follow-up, leaders observe the teachers see if they mastered the skills. If teachers did not master the skills, the leaders provided lesson rehearsals to assist with practice and feedback. Leaders plan for professional development to address the root cause of low performance when there is a downward performance trend in teacher practices. For example, if there is a trend of lack of classroom management, leaders plan classroom management professional development to focus on this gap.

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Purchasing Process is not clear. Teachers don't receive resources on time **Root Cause:** -Business office doesn't have a clear process to purchase what school needs to conduct teaching and learning

Problem Statement 2 (Prioritized): Our teacher retention was less than 85% **Root Cause:** -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Perceptions

Perceptions Summary

-How are parent/guardian/community participation rates measured?

*Parent/guardian/community participation is measured through sign-in sheets at the entrance of every event

-Are there any barriers that prevent participation by parents/guardians/community?

*Afterschool hours: parents get out of work late and cannot make it to the meeting

*Not enough reminders to support with parents/guardians/community participation

*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): Only 93% Families attended end of the year Award Ceremonies **Root Cause:** -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.

Problem Statement 2 (Prioritized): Only 90% Families Attended to the Welcome to IDEA event. **Root Cause:** -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallies done through both campuses AC and CP and MS transition to HS.

Priority Problem Statements

Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years.

Root Cause 1: Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 90% Families Attended to the Welcome to IDEA event.

Root Cause 2: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallies done through both campuses AC and CP and MS transition to HS.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Only 93% Families attended end of the year Award Ceremonies

Root Cause 3: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The average ACT composite score has not increased significantly.

Root Cause 4: There is a lack of resources for student preparation.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Purchasing Process is not clear. Teachers don't receive resources on time

Root Cause 5: -Business office doesn't have a clear process to purchase what school needs to conduct teaching and learning

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to increase Average Daily Attendance because it has declined over the past two years.

Root Cause 6: -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our teacher retention was less than 85%

Root Cause 7: -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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 current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- 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

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
- Budgets/entitlements and expenditures data

- Study of best practices







Goals

Goal 1: Increase staff retention

Performance Objective 1: By the Spring of 2023, IDEA Riverview College Prep will earn a 90% or higher in favorable responses on the Great Places to Work Staff Survey.

High Priority

Evaluation Data Sources: Great Places to Work Survey.

Strategy 1 Details	Reviews			
Strategy 1: Hold staff professional development during the work instead of afterschool. Strategy's Expected Result/Impact: Improve work-life balance. Staff Responsible for Monitoring: Assistant Principals of Instruction TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 50%		
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our teacher retention was less than 85% Root Cause: -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the beginning of the 2023-2024 school year, at least 90% of the class of 2023 will have a CCMR indicator.

High Priority

HB3 Goal

Evaluation Data Sources: TSI Data, AP Exam Data (College Board), OnRamps Data (UT-Austin), Industry Based Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed TSI preparation during the school day Strategy's Expected Result/Impact: Increase TSI exemption percentage Staff Responsible for Monitoring: Assistant Principals of Instruction</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Title I Interventionist College Counselor to ensure students are accepted to and matriculate to college or university. Strategy's Expected Result/Impact: 100% of students will be accepted to college. Staff Responsible for Monitoring: Director of College Counselor (Carla Marcela Rios)</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1, 2 Funding Sources: College Counselor - Federal Grant - \$68,119.99</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years. **Root Cause:** Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.







Problem Statement 2: The average ACT composite score has not increased significantly. **Root Cause:** There is a lack of resources for student preparation.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Our College Prep students will meet CCMR goal by the end of the 2022-2023 school year.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed TSI preparation during the school day Strategy's Expected Result/Impact: Increase TSI exemption percentage Staff Responsible for Monitoring: Assistant Principals of Instruction</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years. Root Cause: Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.</p>

Goal 3: IDEA achieves an A rating







Performance Objective 2: By May 2023 our College Prep students will be reading at or above grade level for grades 6th- 10th.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Track and progress monitor RenStar student results and hold small group instruction with students who are not meeting goal (at or above grade level)	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3: IDEA achieves an A rating







Performance Objective 3: Our College Prep students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 10% in Spring 2023

Strategy 1 Details	Reviews			
Strategy 1: We will utilize academic block and Master Student Tutorials after school to target high performing students and prepare them for success at the meets and masters level.	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 30%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 4: Our College Prep will support all learners, specifically, Emergent Bilingual students and Special Education students, in meeting the Domain 3 indicator targets.

Evaluation Data Sources: Unit Exams, Semester Exams, STAAR/EOC Exam Results

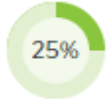
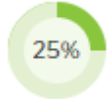




Strategy 1 Details	Reviews			
Strategy 1: Data Driven Instruction, we will monitor progress for EB's and SpEd students after each unit exam. We will utilize data to make informed decisions regarding which EB's and SpEd students need additional support. Teachers will be trained on this data analysis as well so they can provide prioritized support in class and during tutorials.	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>				

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of each quarter of the 21-22 school year, IDEA Riverview will reach 97% ADA.

High Priority

Evaluation Data Sources: SIS Powerschool report

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentives: Create an incentive system for ADA. Example may include: Homeroom challenges, celebrations before the break.</p> <p>Strategy's Expected Result/Impact: Students will be excited to come to school to win incentive or celebration.</p> <p>Staff Responsible for Monitoring: APO</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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 need to increase Average Daily Attendance because it has declined over the past two years. Root Cause: -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.</p>

Goal 4: Increase student daily attendance

Performance Objective 2: By the end of the 2022-2023 school year, 100% of students will have 90 minutes of MVPA (Moderate to Vigorous Physical Activity)

High Priority

Evaluation Data Sources: Heart Monitors







Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement a variety of physical activities for PE classes</p> <p>Strategy's Expected Result/Impact: Increase the minutes of MVPA for each student</p> <p>Staff Responsible for Monitoring: Athletic Director</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 2022-2023 school year, Riverview College Preparatory will have at least 90% student persistence.

High Priority

Evaluation Data Sources: Powerschool enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold parent meetings quarterly to review student academic progress</p> <p>Strategy's Expected Result/Impact: Increase partnership and relationships between families and school</p> <p>Staff Responsible for Monitoring: Student Success Advisor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Perceptions
<p>Problem Statement 1: Only 93% Families attended end of the year Award Ceremonies Root Cause: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.</p> <p>Problem Statement 2: Only 90% Families Attended to the Welcome to IDEA event. Root Cause: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallys done through both campuses AC and CP and MS transition to HS.</p>

Goal 5: Increase student persistence

Performance Objective 2: By the beginning of the 2022-2023 school year, 100% of Staff complete BOY Crisis Management / Emergency Response Training

High Priority

Evaluation Data Sources: Training sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendar Crisis Management training during BOY Professional Development Strategy's Expected Result/Impact: Ensure that 100% of staff are trained. Staff Responsible for Monitoring: Assistant Principal of Operations</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
Miriam Gerardo	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	College Counselor		\$68,119.99
Sub-Total					\$68,119.99

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	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, resources, 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.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> 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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	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 TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & 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.	Complete		Complete	
	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.	Complete		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.	Complete		Action Required		