

IDEA Public Schools
Rio Vista College Prep
2023-2024 Improvement Plan



Public Presentation Date: August 17, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Rio Vista College Prep is an open-enrollment public charter serving grades 6th - 10th. We proudly serve a diverse array of scholars representing the surrounding community. The campus's major student population is Hispanic, equating to 92% of the general population. In addition, 87% of the general population is considered economically disadvantaged. The campus's special programs include CTE Computer Science, Emerging Bilingual, Special Education, and Athletics.

Demographics Strengths

1. Campus staff is comprised of similar percentages to student populations. Staff 85% Hispanic. Student 93% Hispanic.
2. 99% of staff considers themselves belonging to a minority.
3. 100% of teachers hold a bachelor's degree or higher.
4. 89% of teachers have 3 years or less experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA Rio Vista scholars are not persisting from 8th grade to and through High School. **Root Cause:** Scholars at IDEA Rio Vista are leaving the campus seeking optional non-AP courses in a traditional HS experience as evidence by demographic survey 5/23/23.

Problem Statement 2: IDEA Rio Vista CP students are leaving the campus for other choices in the area. **Root Cause:** Scholars at IDEA Rio Vista are leaving the campus due to the restrictive CTE pathway choices available as evidence by demographic survey 5/23/23.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (94), having earned domain ratings of 86, 92, and 99, for student achievement, school progress, and closing the gaps respectively during the 21-22 school year. This academic year, students are utilizing the following for student learning:

- Lecture and notes (sometimes unable to keep up with)
- Lack of Remediation time frame/ reteach
- New teacher skill set
- Lack of collaborative time sped inclusion
- Creation of intervention time during electives
- Priority placed on teacher retention and headspace rather than maximization on instructional time

Student Learning Strengths

Strengths:

- Targeted tutoring
- Reframe of perception of Sat. School (Saturday Workshop)
- Intentional focus on editing and revision
- Student awareness of data
- Mastery machine and impact of visual accountability
- Incentive based growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education population not meeting target academic goals **Root Cause:** 1) Limited bandwidth regarding inclusion and gen ed teachers 2) Internalization time 3) High frequency behavior infractions impeding on instructional time 4) Quantity of students requiring specialized support within homerooms

Problem Statement 2: High absentee rate from both teachers and students, has led to an impact on academic growth **Root Cause:** 1) Non-existent attendance plan for truant scholars 2) Inability to hold to blackout dates due to increased request of personal/mental health time or medical appointment needs 3) Inadequate follow-up plan for missed instruction/make-up work time frame

School Processes & Programs

School Processes & Programs Summary

IDEA Public Schools is a network of tuition-free, public charter schools operating in the United States. Our mission is to prepare students for success in college and beyond. We focus on providing a rigorous and high-quality curriculum that includes core subjects of English, math, Science, and Social Studies and we also offer Advanced Placement courses to all high school scholars. Our population of families requires additional supports to overcome academic barriers, which is why we provide a range of support services. These services include special educational programs, English language learner (EB) support, as well as counseling services for our students.

IDEA as a whole offers on-going professional learning and development opportunities throughout the year to support continuous learning and improvement. Whereas these opportunities are offered, we here at RIO Vista CP can do a better job of supporting district initiatives/availabilities by aligning our building-wide learning with district offerings.

IDEA also utilizes data-driven instruction to help students reach their academic goals. Teachers and leadership staff analyze and discuss student performance data in an effort to inform their instructional practices. Here at Rio Vista we meet weekly as a leadership team to discuss student performance, ADA, and opportunities for improvement around scholar retention and academic outcomes.

School Processes & Programs Strengths

- Strength in the presence and effectiveness of Extracurricular activities on campus: (flag football, soccer, baseball, student council, Art club, National Honor Society, Anime Club).
- Intervention and Homerooms was based on data, but there was appropriate teacher input when needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Losing instructional time in the classroom is an issue affecting student achievement. Factors that can impede instruction are student & staff disruptions, poor time management, inadequate planning & ineffective instructional strategies. These factors collectively result in valuable instructional time being lost & underutilized, preventing scholar from receiving their full academic experience. **Root Cause:** Lack of proper planning for classroom coverage during teacher absences, last-minute changes to the instructional day due to unforeseen circumstances, and student activities to support persistence that take place during instructional blocks of time.

Problem Statement 2 (Prioritized): Students in our subgroup populations (English language learners and expectational education) are not performing at the same level as their peers on state assessments at proficient or advanced levels of performance. **Root Cause:** Content teachers & ex. ed. teachers missing opportunities to collaboratively plan for differentiated instruction for students. Lack of training around best instructional and high yield strategies that results for underperforming students and the inconsistent use of strategies to help students acquire language skills.

Problem Statement 3: The lack of professional development and learning opportunities negatively impacts teachers' abilities to unlock student learning barriers. Without timely and relevant professional development, teachers become stagnant in their teaching practices and cycle in outdated instructional techniques. **Root Cause:** When teachers/staff join IDEA, they typically undergo comprehensive initial training to familiarize themselves with the school's mission, vision, values, & instructional approach. This training includes workshops & seminars. At the building level, there has not been a focus on continued learning or self-development, therefore the culture of continued learning is not evident or expressed.

Perceptions

Perceptions Summary

IDEA Rio Vista College Preparatory embraces a culture in which personal and academic achievement is available for all students. Our campus community takes pride in being one that is inclusive and recognizes that our mission to matriculate 100% of seniors to and through college and to realize their strengths to fuel their passion for life-long learning is accomplished through collaboration among staff, parents, students, and community members.

Our campus offers various opportunities throughout the year for our parents and other community members to engage with our staff. Additionally, we have a strong staff retention rate at 94% which is the foundation for fostering relationships with families. These relationships can be improved and could result in stronger student persistence numbers; as a College Prep campus our year to date student Persistence is currently at 92.63%.

Perceptions Strengths

- Many inclusive/Persistence events: (Night @ the Rio, Pep-Rallies, Powderpuff Game, Formal Dance, Homecoming Parade, Athletic Events, Field Day, Open Houses, Coffee with the Principal).
- Support for new students (assigning student ambassadors to guide new students).
- Implementation of various extracurricular clubs: (American Sign Language, Pokémon Club, Anime Club, Chess Club, Art Club, Dance Club)
- Growing business partnerships (Opening Sponsorships and job opportunities: Speaking Rock and Bravo Cadillac).
- Strong staff retention rates throughout the school year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent and reactive disciplinary practices, coupled with a lack of effective behavior management systems, contribute to disruptive behaviors, reduced learning outcomes, and an unfavorable school environment led to student withdrawal and staff frustrations. **Root Cause:** The campus experienced a turnover in administration, resulting in significant culture changes that were initially issued but later retracted. Furthermore, there has been a lack of clear implementation of behavior management strategies across the campus, leading to inconsistencies in handling disciplinary issues inside and outside the classroom.

Problem Statement 2: Persistence data is in jeopardy of not being attained which is the campus goal of 90% by the end of the year. This is evident from the current year-to-date (YTD) statistics, which indicate 33 withdrawals throughout the 2022-2023 school year. 17 being new students and 15 attributed to academic challenges or dissatisfaction with the campus culture. **Root Cause:** 17 of the leavers being new students and 15 attributed to academic challenges or dissatisfaction with the campus culture. Due to the Absence of a well-defined long-term campus vision, coupled with inconsistent communication of campus achievements, goals, academic curriculum, and student expectations. Leading to student and parent dissatisfaction with our campus and staff throughout a school year.

Priority Problem Statements

Problem Statement 1: Losing instructional time in the classroom is an issue affecting student achievement. Factors that can impede instruction are student & staff disruptions, poor time management, inadequate planning & ineffective instructional strategies. These factors collectively result in valuable instructional time being lost & underutilized, preventing scholar from receiving their full academic experience.

Root Cause 1: Lack of proper planning for classroom coverage during teacher absences, last-minute changes to the instructional day due to unforeseen circumstances, and student activities to support persistence that take place during instructional blocks of time.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in our subgroup populations (English language learners and expectational education) are not performing at the same level as their peers on state assessments at proficient or advanced levels of performance.

Root Cause 2: Content teachers & ex. ed. teachers missing opportunities to collaboratively plan for differentiated instruction for students. Lack of training around best instructional and high yield strategies that results for underperforming students and the inconsistent use of strategies to help students acquire language skills.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback







Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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)

Strategy 1 Details	Reviews			
Strategy 1: 100% of 11th Graders will participate in ACT Boot Camp Strategy's Expected Result/Impact: 100% of 11th Graders Staff Responsible for Monitoring: Portillo	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of 10th graders will take the PreACT Strategy's Expected Result/Impact: PreACT will give 10th Graders a baseline of where they were at in regards to material on the ACT. Staff Responsible for Monitoring: Mr. Portillo	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: All IDEA students matriculate to college








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

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of 9th, 10th, and 11th graders will take the Accuplacer Pre Assessment. Strategy's Expected Result/Impact: This will give students a baseline on where they stand in regard to TSI. Staff Responsible for Monitoring: Mr. Portillo</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students who need tutoring for TSI will attend Strategy's Expected Result/Impact: This will help students who need help become TSI Exempt Staff Responsible for Monitoring: Mr. Portillo</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: TELPAS scores

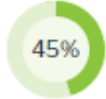
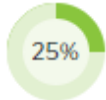




Strategy 1 Details	Reviews			
<p>Strategy 1: Students will complete an Individualized Learning Plan on Summit K-12 targeting English language proficiency growth.</p> <p>Strategy's Expected Result/Impact: Students will grow in English language proficiency by one level by EOY.</p> <p>Staff Responsible for Monitoring: EB PP, Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted EB interventions to support English language acquisition during school and after hours.</p> <p>Strategy's Expected Result/Impact: Students will grow by one English proficiency level as measured by the TELPAS.</p> <p>Staff Responsible for Monitoring: EB PP, Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide "Beginner" level students with access to Rosetta Stone to foster English language acquisition.</p> <p>Strategy's Expected Result/Impact: "Beginner" level EB students as identified by OLPT will improve language proficiency level by at least one level by EOY.</p> <p>Staff Responsible for Monitoring: EB PP, Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: IDEA achieves an A Rating

Performance Objective 2: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: PowerBi metrics






Strategy 1 Details	Reviews			
<p>Strategy 1: Middle school HB 4545 Students will be given tutoring during the day and Intersession in the corresponding content(s) identified. Strategy's Expected Result/Impact: Students will pass the corresponding current year's state assessment. Staff Responsible for Monitoring: HB4545 PP, Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: High school HB 4545 students will be tutored in corresponding content(s) identified after school and Intersession. Strategy's Expected Result/Impact: Students will pass the corresponding current year's state assessment. Staff Responsible for Monitoring: HB4545 PP, Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority






Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote collaborative practices across educational settings between regular staff, special educators and related service providers</p> <p>Strategy's Expected Result/Impact: Student access to grade level content which will in turn result in high achievement.</p> <p>Staff Responsible for Monitoring: Special Education Inclusion teachers, Assistant Principal of Instruction</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentional support and intervention to provide targeted, prescribed instruction in the areas of English Language Arts, Reading, and Math.</p> <p>Strategy's Expected Result/Impact: Increase in student overall student performance in reading, writing, and math achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction</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
				
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Goal 2: IDEA achieves an A Rating

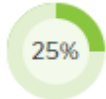





Performance Objective 4: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

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: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing</p> <p>Staff Responsible for Monitoring: Content leads, managers, APIs, & Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly data conversations with content teachers and teams to monitor student progress and create plans of immediate actions.</p> <p>Strategy's Expected Result/Impact: Refocused opportunities for learning which will increase students' proficiency over time.</p> <p>Staff Responsible for Monitoring: Content managers, APIs, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
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Goal 3: Increase student persistence

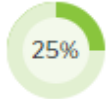





Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253 (d)(8))

Strategy 1 Details	Reviews			
<p>Strategy 1: CCT monthly meetings take place on time. Strategy's Expected Result/Impact: IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year. Staff Responsible for Monitoring: Counselors and lead team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to complete required safety drills. Strategy's Expected Result/Impact: IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year. Students will be aware of all safety protocols. Staff Responsible for Monitoring: Counselor and lead team.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </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))

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule monthly/quarterly meeting and events with our stake holders and provide evidence as required in the Title 1 crate.</p> <p>Strategy's Expected Result/Impact: Our expected result will be that we will be in compliance with Title 1 Family Engagement requirements.</p> <p>Staff Responsible for Monitoring: Counselor and leadership team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9) by increasing our social meeting presence by sharing information in our newsletter, remind, and Facebook.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in monthly and quarterly events.</p> <p>Staff Responsible for Monitoring: Counselors and leadership team.</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))

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent permission letters were sent out through PE and RTTC teachers. We will be showing the videos through these two classes. The students that opt out will be sent to another class this period. We have also scheduled the Socorro Police Department to come to our campus to have a presentation on bullying for parents and students during the month of October.</p> <p>Strategy's Expected Result/Impact: IA &CP students will complete the Anti-Bullying and Safer, Smarter School Curriculum. Parents will be invited to Bullying presentation by Socorro Police Department.</p> <p>Staff Responsible for Monitoring: Briones, Dr. Hurt, Melanie Martinez</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

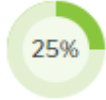
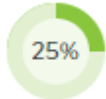




Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers will participate in the lesson and coaching cycle to observe and provide feedback to teachers on their caseload. This feedback will be used to create the professional development plan for each content, and individual.</p> <p>Strategy's Expected Result/Impact: Complete all tasks as required by IDEA</p> <p>Staff Responsible for Monitoring: Instructional Lead Team (managers (APIs, Principal)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Build positive relationships with teachers through ongoing authentic conversations- to build a culture and climate of trust</p> <p>Strategy's Expected Result/Impact: Teachers will feel and be valued and in return be less likely to leave searching for this feeling of connection</p> <p>Staff Responsible for Monitoring: All leadership team members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA Rio Vista CP is 85% 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






Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize social media to attract candidates to needed positions by connecting them to our Core Values focusing on "Team and Family" and "We Achieve Results"</p> <p>Strategy's Expected Result/Impact: Staff retention goals are met.</p> <p>Staff Responsible for Monitoring: GTLs, Lead Team, other staff members</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria.</p> <p>Strategy's Expected Result/Impact: Staff retention goals are met</p> <p>Staff Responsible for Monitoring: GTLs, Lead Team, other staff members</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>				

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

Performance Objective 1: IDEA Rio Vista CP will be 100% fully enrolled by the 11th day of snapshot (continuing to work on enrollment year-long).

High Priority

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
Strategy 1: Recruit and track scholars. Strategy's Expected Result/Impact: Meet enrollment Staff Responsible for Monitoring: APO, Principal, and Enrollment Coordinator	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
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