IDEA Public Schools

Rise Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: May 25, 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 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

Strong collaboration across grade levels K-5 and community partnership.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More efficient communication across campus with AC and CP- 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 (Prioritized): High trauma in the neighborhood spills over into campus, causing safety concerns and increased negative behaviors on campus. **Root Cause:** Teacher/staff discipline referral input-not identifying social and emotional student needs or clarity on SEL support for struggling scholars.

Priority Problem Statements

Problem Statement 1: More efficient communication across campus with AC and CP- consistency of the message. Mixed messages and clarity needed between school and families.

Root Cause 1: Breakdown in communication chain from region to school to parent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: High trauma in the neighborhood spills over into campus, causing safety concerns and increased negative behaviors on campus.

Root Cause 2: Teacher/staff discipline referral input-not identifying social and emotional student needs or clarity on SEL support for struggling scholars.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low student mastery in Kindergarten Direct Instruction has led to slower group progress, and over 80% of scholars are off track for goals.

Root Cause 3: Teachers taught at an increased rate prioritizing progress over mastery and causing scholar failure and pushback. Multiple teachers were new to IDEA and new to instructional DI space.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: ECR strategies, writing, and ELA were not directly aligned in grades 3-5th.

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

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED team experienced significant gaps in executing instructional mins for the campus, which put the campus at a deficit.

Root Cause 5: The team did not have a third SPED team member to meet mins.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Low mastery for math categories in 3-5th math due to significant instructional gaps in grades.

Root Cause 6: New teachers in all 3-5th math spaces, new AP also in this space.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers received multiple changes and adjustments in instruction, processes, lesson planning, and development throughout the year.

Root Cause 7: Lack of alignment from national, district, and campus levels on criteria for success with rollouts.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Grade-level cascading of information caused uncertainty throughout the year.

Root Cause 8: Several teachers are on FMLA throughout the year, inconsistent long-term subs, and grade team leaders are also out for extended periods.
Problem Statement 8 Areas: School Processes & Programs

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

Revised/Approved: June 30, 2023

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 46% to 48% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TEA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Pull-outs and tutorials to accelerate 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	10%	35%		

No Progress

Accomplished

Continue/Modify

Discontinue

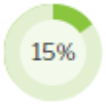
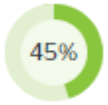
Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA Rise: 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 32% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TEA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Saturday School roll out- to provide additional academic support and test prep. **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA Rise: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS State Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After-school TELPAS prep sessions for scholars beginning in Q2 to prepare them for TELPAS. **Strategy's Expected Result/Impact:** Increase student achievement for TELPAS. **Staff Responsible for Monitoring:** Lead team and teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: Powerschools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase HB545 support daily to after-school sessions. **Strategy's Expected Result/Impact:** Students exceed hb4545 mins and increase student learning. **Staff Responsible for Monitoring:** lead team and teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	20%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS data scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the 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	15%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

HB3 Goal

Evaluation Data Sources: TEA STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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	10%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Increased student scores on STAAR exam. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 7: By the end of the 23-24 SY, we will increase domain 3 from 77 to 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 to meet their growth goals -Leader pulls small groups 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 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%	40%		

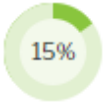
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: organizational dashboards, TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of monthly and quarterly drills, including campus safety checklist. **Strategy's Expected Result/Impact:** Increased campus safety checklist scores every quarter. **Staff Responsible for Monitoring:** APO and lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA Rise: 100% of schools will comply 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))

High Priority

Evaluation Data Sources: Stream, Locus dashboards, plan for learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Timely communication with families regarding school events to promote family engagement and attendance. **Strategy's Expected Result/Impact:** Increasing family engagement and attendance on campus. **Staff Responsible for Monitoring:** Counselor and lead team. **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college	50%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IA Rise: 100% of schools will complete the Anti-Bullying and Safer, Smarter Schools curriculum by the deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Organization tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus-wide training and timely communication to families for anti-bullying and safer, smarter schools curriculum, three weeks before district rollout. **Strategy's Expected Result/Impact:** deadlines met on the district calendar for anti-bullying and safer, smarter schools curriculum. **Staff Responsible for Monitoring:** Counselor, social worker, and lead team. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student persistence

Performance Objective 4: By the end of the 23-24, 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			
	Formative			Summative
	Oct	Jan	Mar	June
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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase student persistence

Performance Objective 5: By the end of the 23-24 SY, students will better understand 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, and 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 **- ESF Levers:** Lever 3: Positive School Culture	15%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

High Priority

HB3 Goal

Evaluation Data Sources: MVPT 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:** increasing MVPA goals **Staff Responsible for Monitoring:** PE teacher, lead team **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: IA Rise: will achieve a 95% annual attendance rate for the 23-24 school year

High Priority

HB3 Goal

Evaluation Data Sources: Locus data dashboards, powerschools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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, Connect high school to career and college, Improve low-performing schools				

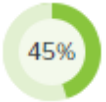
 No Progress Accomplished Continue/Modify Discontinue

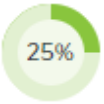
Goal 4: Increase staff retention

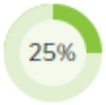
Performance Objective 1: IA Rise: 100% of full-time staff members complete all tasks within IDEA's staff development cycle, including goal setting, 2x2, and annual performance reviews during the 2023-24 school year.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Rise Academy will earn a satisfaction rating of 90% on the Great Places to Work Survey. **Strategy's Expected Result/Impact:** Great places to work survey, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews. **Staff Responsible for Monitoring:** lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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 **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. **Strategy's Expected Result/Impact:** increased motivation and staff retention **Staff Responsible for Monitoring:** Lead team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 2: IA Rise: IDEA 85% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: locus dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire high-quality candidates per role by using high-quality resume criteria **Strategy's Expected Result/Impact:** increased staff retention **Staff Responsible for Monitoring:** lead team and staffing **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase staff retention

Performance Objective 3: Rise Academy will earn a satisfaction rating of 90% on the Annual Employee Evaluation Survey

High Priority

Evaluation Data Sources: AEES, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

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