IDEA Public Schools

Rise College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 28, 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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Demographics Summary

Idea Rise College Prep is a title 1 Campus that offers quality educational programs and extracurricular activities to students in grades 6-9. Idea Rise College Prep currently serves 319 students in grades 6-8 and 88 in grade 9. As a scaling school we are adding grade

The school's demographics include approximately 93.3% economically disadvantaged, 11.3% students with disabilities and 36.8% English Language Learners.

Demographics Strengths

English Language Learners outscored non ELL's consistently on district exams

100% of students with disabilities in the RISE room were successful on STAAR ALT 2 mock exams and the 9*th* grader scored Masters on all three of the EOCs

Problem Statements Identifying Demographics Needs

Problem Statement 1: We did not meet the ADA goal of 97.5%.   **Root Cause:** We have not done a strong enough job of explaining to families attendance requirements since the end of the pandemic and there are no consequences for families who are not meeting attendance requirements.

Problem Statement 2 (Prioritized): We did not meet the persistence goal of 90%.   **Root Cause:** Parents who enrolled in our school after June did not get a quality WTI and onboarding. As a result, they did not have a clear picture of the school.

Student Learning

Student Learning Summary

IDEA Rise College Prep is an A rated campus where students engage in Pre-AP 6-8th grades and two AP courses starting in grade 9. Incoming 6th grade, often students are starting at our campus around 1-2 years behind grade level across all contents. At IDEA Rise CP, students receive mock exams to gauge where they are at after being taught all material in our courses. During these mock exams, as a campus we were able to meet goals on students passing their respective exam and switched to pushing students in the Meets and Masters category. As the year closes out, students passed all core content EOC exams at a 90+% rate and about 40% of students are showing mastery in Math and Science on their EOC exams.

IDEA Rise College Prep is also home to many of our special populations students which accounts for 11.5% of the campus population compared to the 7% state average. Of our self contained students in the special populations group, 100% passed the STAAR Alt 2 exam. Also, on our campus our ELL, which make up 36.8% of the campus, regularly out perform non ELL students across core content exams. Not only does this group out perform but demonstrate a level of mastery at a higher rate compared to their peers. 25% of students at IDEA Rise CP, also test into Spanish 2 in the 8th grade which pushes that group of students to show mastery of a second language prior to entering high school.

Student Learning Strengths

1. Students at IDEA Rise College Prep regularly out perform the district average on ALL core contents across all 3 different performance bands.

2. In a majority of our Math courses students have been able to score in the top 5% on all district and state exams in our district.

3. Our ELL students not only meet their goals at a faster rate but also show a level of mastery at a higher rate than that of their peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students at masters level in RLA 6th-9th grade is below 30%. **Root Cause:** Currently, we do not have a curriculum or best practices to teach writing in grades 6-10.

Problem Statement 2: We have less than 30% of students receiving 3+ on AP exams. **Root Cause:** The current AP curriculum for Human Geography and World History does not meet the rigor of the exam.

School Processes & Programs

School Processes & Programs Summary

IDEA Rise College Prep (CP) offers a rigorous pre-AP and AP curriculum to prepare students for success to and through college. Our teachers are observed weekly and rated consistently across four GET rows, which correspond to our professional development scope and sequence. Below are the cumulative GET scores for Rise CP instructional staff. Please note that Rise CP has a diverse staff of new and veteran teachers.

- Culture (Row 2): Rise CP staff are **proficient** in carrying out the district's culture/climate standards.
  - Planning (Row 3)/Curriculum: Rise CP staff are **proficient** in planning with the district's curriculum.
  - Instruction (Row 4): Rise CP staff are **proficient** in providing clear instruction to students.

- The IDEA Rise CP Lead Team hosts whole-staff professional development sessions weekly. We utilize a clear, predictable annual scope/sequence of development for teachers, from culture (Q1), planning (Q2), instruction (Q3) and response to student data (Q4). However, despite a robust teacher training program, our campus retained only 75.5% of

staff for the 2022-2023 school year. This is an area of growth that will improve with the new GET rubric being utilized.

School Processes & Programs Strengths

- Communication is a strength for Rise College Prep. Our principal, SSA, and teachers communicate weekly with relevant staff and families to ensure that information is cascaded. Some of the mechanisms for communication are listed below as examples.
  - Staff: Staff Weekly, weekly check ins with manager, twice annual pulse checks with principal
  - Families: DeansList, Family newsletter, parent/teacher conferences
  - Students: Access to family newsletter, use of Teams, DeansList weekly report

The AEES surveys provide evidence to support the claim that staff/leadership communication is strong. The following metrics are relevant:

My fellow employees are committed to doing quality work.	83.7
My leadership team actions match their words.	76
My leadership team cascades information about important updates or changes.	79.8
My leadership team demonstrates gratitude for good work and geninue efforts.	79.8
My leadership team hires people who are a good fit for our team.	77.5
My leadership team involves team members in decisions that impact their role or work.	64.3
My leadership team makes their expectations clear.	77.5
My leadership team provides the necessary materials and supplies needed to do my job.	71.3
My leadership team values and responds to my feedback and ideas.	81.4

The Panorama family data is lacking, as only 17 parents completed the sruvey. This is a growth opportunity as well, but the parents who did respond believe that communication is strong. The following metrics are relevant, even if our overall participation was low.

- Q.3: The adults at my child's school care about the students. Always 76% 13 Usually 24% 4 **Mean 4.8**
- Q.4: My school principal is responsive when I have questions. Always 94% 16 I don't know 6% 1**Mean 5.0**
- Q.6: My child's school communicates well with me. Always 88% 15 Usually 0% 0 Sometimes 6% 1 Rarely 6% 1 **Mean 4.7**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We only offer 4 clubs and 1 sport for boys and girls each season.   **Root Cause:** We have prioritized academics over our extra curricular activities in the past.

Problem Statement 2: Our campus retained only 75.5% of staff for the 2022-2023 school year (vs. the goal of 85%).   **Root Cause:** We hired staff very late in the year during 21-22 and there was limited development opportunities due to being understaffed throughout the year.

Perceptions

Perceptions Summary

IDEA Rise CP provides the opportunity for parent feedback and engagement to help build positive relationships with our families as well as help with identifying problem areas of the school. Families are given the opportunity quarterly to express their personal glows and grows of our campus, teachers, and administration. Over 90% of Rise CP scholars completed the survey to express their feedback from a scholars point of view in regards to the campus, their teachers, and their Social Emotional School Support System.

LVT Rise is the community partner with Rise CP for the 4th year in a row as we use them as our primary source to extending resources our families in need. Rise CP has also partnered with Unite Us in the effort to finding quality non-profit organizations that will help provide our families who need various types of assistance.

The school culture at Rise CP is calm, academically focused, and a safe environment where scholars can be themselves without excessive scrutiny from their peers. The values of our school is that ALL scholars have the capability to learn and it is our duty to ensure we are providing a safe haven for scholars to focus on their academics while battling outside stressors and adversity in their lives.

School communication is a focal point in our mission at Rise CP where our parent receive communication throughout the school week for reminders and a weekly newsletter highlighting important announcements for the school as well as a placeholder for all foundational information that is essential for parent engagement and school expectations. The behavior management program, DeansList, has made communicating with parents easier on staff members as well as documenting every message in various organized reports.

Staff retention was a 75% for Rise CP which is under the district average of 85%.

Perceptions Strengths

95% of scholars completed the School/Teacher Survey.

5 of 74 Leavers within the schools locus of control.

Average of 550 views on the newsletter each week.

3% of referrals were Out of School Suspension.

Referrals reduced each Quarter & semester.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families that register after school ends are not be receiving a quality Welcome To IDEA session to ensure families are clear on Rise CP scholar

and parent expectations. **Root Cause:** Holding random WTI session during the Summer where families may not be interacting with one of the Rise CP admin.

Problem Statement 2: Although we continue to strengthen our Community Partnerships, the lack of resources we are able to find for our families in need have led to withdrawals. **Root Cause:** Lack of listed resources that are valid in our area, HQ has provided list of places not operating in helping families.

Priority Problem Statements

Problem Statement 1: We only offer 4 clubs and 1 sport for boys and girls each season.

Root Cause 1: We have prioritized academics over our extra curricular activities in the past.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of students at masters level in RLA 6th-9th grade is below 30%.

Root Cause 2: Currently, we do not have a curriculum or best practices to teach writing in grades 6-10.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Families that register after school ends are not be receiving a quality Welcome To IDEA session to ensure families are clear on Rise CP scholar and parent expectations.

Root Cause 3: Holding random WTI session during the Summer where families may not be interacting with one of the Rise CP admin.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: We did not meet the persistence goal of 90%.

Root Cause 4: Parents who enrolled in our school after June did not get a quality WTI and onboarding. As a result, they did not have a clear picture of the school.

Problem Statement 4 Areas: Demographics

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

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: Utilize RTTC class for ACT prep, using the district provided calendar.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students reach an average of a 18 by EOY 23-24. **Staff Responsible for Monitoring:** College Counselor and Principal. **Title I:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Staff will utilize skill breakdowns that are provided to Math and ELA teachers, to reinforce ACT knowledge gaps, based on district provided ACT Prep.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will reach an overall average score of 18 by EOY 23-24 **Staff Responsible for Monitoring:** College Counselor and Principal **Title I:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: All IDEA students matriculate to college

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

    High Priority

    HB3 Goal

Strategy 1 Details		Reviews			

Strategy 1: Tracking TSI Exemption for ELA and Math. Staff will use TSI skill breakdown reports that are provided to each student after testing, to drive TSI afterschool prep, prior to each of the 8 TSI testing opportunities.
    Strategy's Expected Result/Impact: Increase the % of TSI exempted students each year leading up to 100% by graduation.
    Staff Responsible for Monitoring: College Counselor
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details			Reviews			

Strategy 1: Utilize Summit to support EB students on their lowest TELPAS domain. Summit is utilized during Mock TELPAS sessions and TELPAS practice for Speaking.
    Strategy's Expected Result/Impact: 42%+ of students will grow a composite level or maintain AH.
    Staff Responsible for Monitoring: Testing Coordinator and Principal.
 	
    Title I:
2.4, 2.6
			Formative			**Summative**

			Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize AR/HS to provide targeted tutoring minutes to students in Reading/Math during the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will reach HB4545 minutes by EOY. **Staff Responsible for Monitoring:** HB4545 point person. **Title I:** 2.4, 2.5, 2.6	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details			Reviews	
Strategy 1: SpEd students data is tracked after every interim assessment by case manager & additional academic support is provided for students who are off-track.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of SpEd students will earn approaches on STAAR. **Staff Responsible for Monitoring:** SpEd case managers and API. **Title I:** 2.4, 2.5, 2.6				

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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))

    High Priority

Strategy 1 Details		Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))		**Formative**			**Summative**
Strategy's Expected Result/Impact: The school achieves 90/60/30 on the STAAR. **Staff Responsible for Monitoring:** APIs and the Principal **Title I:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide professional development to staff on data analysis, small group instruction, intervention, and enrichment, to be utilized in the classroom to close any gaps seen in the data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The school achieves 90/60/30 on the STAAR. **Staff Responsible for Monitoring:** APIs and Principal **Title I:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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			
Strategy 1: Complete 100% of school safety drills. We will comply with all school safety requirements with fidelity. We will analyze and address any gaps observed immediately.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The school will receive a score of proficient or higher on the safety scorecard for the 23-24 school year. **Staff Responsible for Monitoring:** APO and Principal	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

    High Priority

Strategy 1 Details				Reviews			
Strategy 1: Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of families will have at least 1 touchpoint with the school.
    Staff Responsible for Monitoring: SC and SW
 	
    Title I:
    4.1, 4.2							

Strategy 2 Details				Reviews			
Strategy 2: We will increase the attendance of student and families at engagement events such Meet the Teacher Night, Fall Festival, Family Game Nights, Report Card Nights, etc in order to build strong relationships with families.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of families will have at least 1 touchpoint with the school.
    Staff Responsible for Monitoring: SC and SW
 	
    Title I:
    4.1, 4.2
    Funding Sources: Paper, Pens, Posters, Markers, Games, etc. - Title I, Part A (4120) - $2,000							

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

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			
Strategy 1: Schedule and complete the anti-bullying and safer, smarter schools during the first semester.				**Formative**			**Summative**	
Strategy's Expected Result/Impact: The school will complete both curriculums by the deadline. **Staff Responsible for Monitoring:** SW and SC **Title I:** 2.6				**Oct**	**Jan**	**Mar**	**June**	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue					

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Rise CP will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Utilize weekly incentives to increase the ADA at Rise College Prep.		**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in ADA. **Staff Responsible for Monitoring:** APO, SC **Title I:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Mar**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30 minutes per day. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
Strategy 1: Support the PE teachers to engage 100% of students in physical activities for at least 30 minutes per day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing the % of students meeting their MVPA goals.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API **Title I:** 2.4, 2.5, 2.6				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

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.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in staff retention. **Staff Responsible for Monitoring:** API, APO, and Principal				

Strategy 2 Details	Reviews			
Strategy 2: Managers will provide targeted professional development, aligned to content, feedback, and growth goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in staff retention. **Staff Responsible for Monitoring:** API, APO, Principal				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Increase staff retention

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

Strategy 1 Details			Reviews		
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria		Formative			Summative
Strategy's Expected Result/Impact: The school begins the year fully staffed and remains fully staffed for the duration of the 23-24 school year. **Staff Responsible for Monitoring:** Principal.		Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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

Performance Objective 1: IDEA Rise CP will meet enrollment target for the 23/24 school year.

Strategy 1 Details	Reviews			
Strategy 1: IDEA Rise CP will follow the IDEA enrollment/recruitment model with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: IDEA Rise CP will meet the enrollment target for the 2023-2024 school year. **Staff Responsible for Monitoring:** APO, Enrollment Coordinator, Principal	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: IDEA Rise CP will hold weekly Triad meeting to discuss enrollment progress, with CP Principal, Academy Principal, APO, and Enrollment Coordinator.	**Formative**			**Summative**
Strategy's Expected Result/Impact: IDEA Rise CP will meet the enrollment target for the 2023-2024 school year. **Staff Responsible for Monitoring:** APO, Principal, Enrollment Coordinator	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Marie Akono	Interventionist		Yes

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Paper, Pens, Posters, Markers, Games, etc.		$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,072.67
				+/- Difference	$72.67
				Grand Total Budgeted	$2,072.67
				Grand Total Spent	$2,000.00
				+/- Difference	$72.67