

IDEA Public Schools

Hardy Academy

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 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

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a gap in developing professional development that is tied to address the root causes of low performance **Root Cause:** There is not a clear scope and sequence on how to support teachers and leaders that is tied to low performance.

Problem Statement 2 (Prioritized): There is a gap in leaders developing their core calendars that is aligned to student performance and being strategic on how to respond to the data **Root Cause:** Core calendars have not been developed strategically that is aligned the student gaps: academic achievement and culture.

Priority Problem Statements

Problem Statement 1: Student persistence is low

Root Cause 1: There has been not been clear communication around school culture, including student persistence and a joyful culture. We have many students that have moved to different campus of choice as it is a convenience and closer to their place of residence. There is a breakdown in communication due to the follow up from the campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Average daily attendance was low.

Root Cause 2: There has been a lack in parent communication and creating a joyful atmosphere for all students. Parents have indicated that there is not enough options when it comes to electives for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a high staff turnover rate and greater places to work data is low.

Root Cause 3: Use regular temperature checks and surveys for staff in order to analyze the data and respond to it.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is low parent engagement with the campus.

Root Cause 4: Leverage the school counselor to develop events (calendar) that support the community (parents and students)

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a gap in developing professional development that is tied to address the root causes of low performance

Root Cause 5: There is not a clear scope and sequence on how to support teachers and leaders that is tied to low performance.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a gap in leaders developing their core calendars that is aligned to student performance and being strategic on how to respond to the data

Root Cause 6: Core calendars have not been developed strategically that is aligned the student gaps: academic achievement and culture.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a gap when it comes to unpacking the key points of an objective.

Root Cause 7: There is a lack of clarity in the know and show charts and how to align lessons to the objective.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a gap of tracking student data and responding to student data immediately.

Root Cause 8: We will create trackers to track student data and respond to the data by forming a re-teaching plan to respond to the data.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- 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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase and maintain 85% of Staff Retention





High Priority

Evaluation Data Sources: Employment retention data, GPTW surveys, Exit surveys

Strategy 1 Details	Reviews			
Strategy 1: Celebrating teachers publicly for meeting instructional/CMC expectations. Monthly Bulletin Board contest Provide teachers with lesson plan feedback Monthly mixers Survey teachers feedback every month on their needs	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to pass their current grade level.

Strategy 1 Details	Reviews			
Strategy 1: Track progress of students Communicate to parents of PTG	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of the 2022-23 school year, IDEA Lake HArdy Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

Evaluation Data Sources: ALC meeting

Small group intervention

Track number of Masters scholars

Scripted higher-order thinking questions in lesson plans




Strategic grouping of students based on full-scale assessments

Goal 3: IDEA achieves an A rating

Performance Objective 1: Campus will earn an overall rating A by achieving 90% for Domain 3

High Priority

Evaluation Data Sources: TEA accountability reports





Strategy 1 Details	Reviews			
Strategy 1: Track progress towards goals Provide real time feedback and coaching to teachers. Have SWAMS	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: Increase ADA of 97% by end of school year

High Priority

Evaluation Data Sources: Daily tracking of absences
 ADA escalation matrix





Strategy 1 Details	Reviews			
Strategy 1: Have monthly incentives for students Positive Phone Call to parents	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 90 percent student persistence

High Priority

Evaluation Data Sources: Locus Student Persistence for Current and New IDEA Families

Strategy 1 Details	Reviews			
Strategy 1: Quarterly family engagement events Daily and weekly student incentives Check-ins with students of concern Weekly grade level celebrations Extra-curricular activities	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: By the eleventh day of the 2023-24 school year, IDEA Hardy Academy will have 100% of its Staff complete BOY Crisis Management / Emergency Response Training.

Evaluation Data Sources: Roadmap training from district
Campus crisis team meeting

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Hardy Academy will be named America's Healthiest Schools.

Evaluation Data Sources: Fitness Gram

CNP Audits

Health Station Audits

Title I Personnel

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

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	56%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>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.</p>	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP	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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending	Pending Math STAAR Results	Action Required	
	CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 Science	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 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending	TELPAS results Needed	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required		

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

PRIORITY #2: Build a Strong & Sustainable Organization

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

PRIORITY #3: Achieve Mission at Scale

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

Needs Assessment

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

Special Populations

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

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students		93%	65%	35%	13%	Not met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	44	38		90%	90/10
% Meets	19	8			
% Masters	10	1			
% Student Achievement Average	24	16			
% Meet 2 year growth		66			

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1 Leader leaning in to support content and to support with Teacher Content Knowledge Gap	1 Lesson Plan Feedback and alignment to standard
2 Lesson Rehearsal daily; expectations for exemplars	2 Differentiation support for special population students
3. Alignment to DI	3 Clear outcomes for Planning with teachers and clear procedures for Lesson internalization

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Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		48	28	51		
					RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	
% Approaches	54%	65			
% Meets	29%	40			
% Masters	17%	20			
SAS					
% Student Achievement Average	34	42			

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	5%	
% of CSI Passing STAAR	5%	
% of SPED Passing STAAR	33%	

Reflections

Areas of Strength	Areas of Need
1 Lesson planning support for teachers	1 Criteria for Success that is aligned to the know/show
2 Writing teacher was able to create a double dose of reading support in preparation for STAAR	2 Progress Monitoring
	3 Dyslexia Teacher for Reading Success

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students						

Data Source: Science 3-5

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

Reflections

Areas of Strength	Areas of Need
1 Students have a desire to learn within the content	1 Clear planning criteria and follow up with coaching and teachboost feedback
2 Pre-Written curriculum with Scope and Sequence	2 Clear planning criteria and tight loop follow up with coaching and teachboost feedback



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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students							

Reflections

Areas of Strength	Areas of Need
1 Teachers hired have an interest in the content	1 Teacher with Humanites content knowledge and ability to convey knowledge at the student level
2 Supplemental Activities have been planned and embedded in the school calendar	2 Clear planning criteria and tight loop follow up with coaching and teachboost feedback

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Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	12%	40%	30%	39.00%	42%
% Intermediate	35%	38%	32%	26%	
% Advanced	37%	18%	23%	27%	
% Advanced High	17%	4%	12%	15%	

Reflections

Areas of Strength	Areas of Need
1 Writing Classes in 2-5 embedded in W/W	1 Writing more constantly in grades 3-5
2 RMT K-2 offered more writing supports to encourage achievement	2 Writing across curricula
	3 Clear planning criteria and tight loop follow up with coaching and teachboost feedback

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	86
% Instructional Support Retention	100
% Teacher Retention	93
% Campus Support Retention	100
% SPED Teachers	50
% State/National Certified Teachers	2
% State Certified Leaders	0
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	Areas of Need
1 APO is strong with record of results and ready to lean-in where needed	1 Strong FM with tech-savvy and commitment to excellence for kids
2 Teachers are coachable with a desire to Get Better Faster	2 Clear expectations for teachers and campus leaders at the beginning of the school year to ensure student success

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.49%
% Overall Persistence	85.1
% New Student Persistence	86.1
# of Admin Withdrawals/ Level 3 Offenses	6
% SPED	8.04%
% ELL	58.60%
% Eco Dis	88%
% Migrant	0%
% Race: American-Indian- Alaska-Native	1%
% Asian	1.00%
% White-Hispanic	79.52%
% Multi	0.90%
% Black-African-American	17.20%
% Native-Hawaiian-Pacific- Islander	0%
% White	2.94%
% Male	54.48%
% Female	45.52%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Weekly Parent Calls from Homeroom Teachers	1 Clear Behavior System
2 Regular communication with parents	2 Teachers clarity on expectations
	3 Relationships built with Teachers and Students and Leaders

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	85%
% Families who attended Winter Festival	95%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1. Teacher Buy-in and support for planning events	1. Having a Winter and Spring Festival
2. Desire for school events	2. Need for a PTO to ensure teachers aren't burned out
3. Strong Ops team	3. Joy committee