

IDEA Public Schools

Hardy College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics



Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to improve on our overall ADA to 97% or higher. **Root Cause:** We have not consistently communicated to parents the impact of lost instruction on student achievement.

Problem Statement 2 (Prioritized): We focus on ensuring that all of our 8th graders have an attendance plan to avoid any potential drop outs. **Root Cause:** We are not consistently communicating to families the consequences for excessive absences and the impact on student achievement.

Student Learning

Student Learning Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are scoring less than 90% approaches on unit exams in reading and math. **Root Cause:** Daily tier 1 instruction is often lacking in rigor because CFUs and exit tickets are not aligned to the rigor of STAAR.

Problem Statement 2 (Prioritized): Special Education students aren't provided the ongoing supports and accommodations they need to be successful. **Root Cause:** Special Ed teachers are not providing ongoing services for students because they are being used in other capacities on campus.

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): All Tier 2 leaders who are coaching teachers are not knowledgeable on how to develop teachers to improve learning outcomes for students.

Root Cause: Our district has not required all leaders to become certified, which has produced a disjointed approach to leading schools without the proper knowledge and education for all students.

Problem Statement 2 (Prioritized): Less than 85% of teachers and leaders are returning each year to build instructional consistency for a high performing school to thrive. **Root Cause:** There is a lack of information during the interview process about the teacher expectations of what is required of staff to meet the goals of IDEA public schools.

Priority Problem Statements

Problem Statement 1: We focus on ensuring that all of our 8th graders have an attendance plan to avoid any potential drop outs.

Root Cause 1: We are not consistently communicating to families the consequences for excessive absences and the impact on student achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to improve on our overall ADA to 97% or higher.

Root Cause 2: We have not consistently communicated to parents the impact of lost instruction on student achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: All Tier 2 leaders who are coaching teachers are not knowledgeable on how to develop teachers to improve learning outcomes for students.

Root Cause 3: Our district has not required all leaders to become certified, which has produced a disjointed approach to leading schools without the proper knowledge and education for all students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Less than 85% of teachers and leaders are returning each year to build instructional consistency for a high performing school to thrive.

Root Cause 4: There is a lack of information during the interview process about the teacher expectations of what is required of staff to meet the goals of IDEA public schools.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our family events are not engaging for families to learn how to support their children at home.

Root Cause 5: Our family events are not all -inclusive and organized with an instructional focus that provides resources

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We do not host family involvement that addresses the whole child.

Root Cause 6: We have not developed a family engagement committee to plan out family events that will lead to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Special Education students aren't provided the ongoing supports and accommodations they need to be successful.

Root Cause 7: Special Ed teachers are not providing ongoing services for students because they are being used in other capacities on campus.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students are scoring less than 90% approaches on unit exams in reading and math.

Root Cause 8: Daily tier 1 instruction is often lacking in rigor because CFUs and exit tickets are not aligned to the rigor of STAAR.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data







Goals

Goal 1: Increase staff retention

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

High Priority

Evaluation Data Sources: GPTW September and GPTW January
Monthly touch points

Strategy 1 Details	Reviews			
Strategy 1: Celebrating teachers who met Q1 PTG Consistently acknowledging teachers publicly for meeting instructional/CMC expectations. Monthly Bulletin Board contest Perfect attendance contests each month Provide teachers with lesson plan feedback Monthly mixers Survey teachers feedback every month on their needs Strategy's Expected Result/Impact: To solicit staff input and create a sense of care Staff Responsible for Monitoring: Principal, Angel Kirby	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  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.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker, Mock and Semester Exams, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Track progress of students after each assessment Communicate to parents of PTG during 6 weeks parent meetings	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>0%</div>	<div><div></div>0%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars in grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

High Priority
Evaluation Data Sources: STAAR and EOC

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

Goal 4: Increase student daily attendance

Performance Objective 1: Increase and maintain 97% Student ADA Attendance

High Priority
Evaluation Data Sources: Daily ADA

Strategy 1 Details	Reviews			
Strategy 1: Daily: Whenever grade level meets ADA; free seating at lunch Weekly: Raffles (spirit shirts/hoodies/electronics) EOY: Camp Rio (No more than5 absences 9/12-5/12) May 15th	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: Increase and/or maintain 90% of new students persistence

High Priority
Evaluation Data Sources: Persistence tracker

Strategy 1 Details	Reviews			
Strategy 1: Ensure student incentives are consistent: Counselor will lead out on daily/weekly incentives. Every Thursday (game day) is huddle for students to be recognized. Conduct parent meetings every 6 weeks.	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

State Compensatory

Budget for Hardy College Prep

Total SCE Funds:

Total FTEs Funded by SCE: 24

Brief Description of SCE Services and/or Programs

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Personnel for Hardy College Prep

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allan McFarlane	Algebra 1	1
Alondria Blueford	6th ELA Teacher	1
Angel Kirby	Principal	1
Annette Boles	SPED Inclusion	1
Bolaji Isijola	6th-8th SPED/Rise Teacher	1
Ezekiel Vaughn	6th- 7th Humanities Teacher	1
Jessica Edwards-Watts	6th-8th SPED Teacher	1
Jessica Parson	6th Math Teacher	1
Joshua Shipman	Social Studies Teacher	1
Karina Valdez	Administrative Assistant	1
Kristeney Fenceroy	Counselor	1
Kristy Allen	6th-8th SPED Co Teacher	1
Larry Clark	6th Science Teacher	1
Linwood Banks	6th-8th Interventionist	1
Lourdes Benavides	Spanish Teacher	1
Michelle Perez	Registrar	1
Mikayla Williams	8th ELA Teacher	1
Peyton Simms	6th-7th Hot Spot Facilitator	1
Sabrina Baker-Henderson	7th ELA Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Shalona Brown-Bowick	6th-7th Writing Teacher	1
Simone Beasley	7th Math Teacher	1
Tanai Reed	6th-7th AR Zone Facilitator	1
Tynil Allen	Biology	1
Zacorian Blueford	Testing Coordinator	1

Title I Personnel

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

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	30%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	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		Pending	