IDEA Public Schools

Mesa Hills Academy

2022-2023 Campus Improvement Plan

Accountability Rating: C

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

Revised/Approved: December 2, 2022

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 reatins 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): Enrollment numbers are decreasing. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Mesa Hills community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 2 (Prioritized): Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** The campus does not have a clear and consistent discipline management system.

Priority Problem Statements

Problem Statement 1: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 1: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 2: A significant increased of Special Education scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 2 Areas: Demographics

Problem Statement 3: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

Root Cause 3: Root Cause Ownership at the campus levels was associated with the counseling department.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While there is strong TEKS alignments, the campus has gaps implementing the ELPS.

Root Cause 4: No clear vision for ELPS and EB support across campus.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Enrollment numbers are decreasing. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 5: Scholars in the Mesa Hills community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 6: The campus does not have a clear and consistent discipline management system.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Communication is not being implemented effectively. No clear communication between School and Families

Root Cause 7: Ownership at the campus levels was associated with the lack in communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 8: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 8 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 9, 2022

Goal 1: Increase staff retention 90%

Performance Objective 1: Mesa Hills Academy will retain 85% of employees for the 22-23 school year.

    High Priority

    Evaluation Data Sources: Locus dashboard for retention

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Setting up a clear process in which teachers can give feedback and input e.i. specified office hours for feedback, feeback meetings for specific and relevant subjects, quarterly surveys	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: engagement
    Staff Responsible for Monitoring: Lead team
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
	100%	100%	20%	

Strategy 2 Details	**Reviews**			
Strategy 2: Bring Joy to Teachers and Staff	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: * Support the teachers by following up with materials needed to set the teacher up for success on their lesson delivery (e.g., manipulatives, supplemental aids, etc.)
* Emphasize the glows and shout outs
    Staff Responsible for Monitoring: Lead Team
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	100%	100%	100%	

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

Goal 1: Increase staff retention 90%

Performance Objective 2: WE Bring Joy

High Priority

HB3 Goal

Evaluation Data Sources: GPTW data

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of Mesa Hills Academy will be accepted to a 4 year college or university of their choice

    High Priority

    Evaluation Data Sources: Mesa Hills acceptance rate in 2026

Strategy 1 Details	Reviews			
Strategy 1: Incentives and differentiation for varying TCP levels i.e. differentiated PD opportunities extra check ins and support for lower TCP levels , influence and public recogntion.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: offering incentives and differentiated support can encourage employees to work to their full potential and more importantly, feel appreciated it. **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	35%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

**Performance Objective 1:** Mesa Hills Achieves an "A" rating

    High Priority

    Evaluation Data Sources: State assessment STAAR

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Active Monitoring	**Formative**			**Summative**
Strategy's Expected Result/Impact: Active monitoring:	**Oct**	**Jan**	**Mar**	**June**
* With teacher, create trackers that the teacher feels effective with. * Include latest data in our trackers to target CFUs (Check for Understandings) and support * Use data to create targeted seating charts with planned pathways for aggressive monitoring. **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	35%	

Strategy 2 Details	Reviews			
Strategy 2: Data Driven Decisions	**Formative**			**Summative**
Strategy's Expected Result/Impact: * Align w/ teachers to identify foundational gaps and scholars that need prompt support to set them up for targeted intervention. Invest parents by having constant communication on scholar results and goals.	**Oct**	**Jan**	**Mar**	**June**
* weekly touchpoints/provide leaders w/resources, on-going communication, consistent availability to respond to leaders * Spiral in most critical TEKS into our Do Nows, Exit Tickets, and assessments **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	30%	

Strategy 3 Details	Reviews			
Strategy 3: Effective and Purposeful 1st instruction		Formative		Summative
Strategy's Expected Result/Impact: * Unpacking modules and Lesson Internalization * Daily lesson-rehearsals * Flag misconceptions **Staff Responsible for Monitoring:** Lead Team	Oct	Jan	Mar	June
	100%	100%	40%	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

Performance Objective 2: Mesa Hills Academy will earn a 90/60/30 3rd and 4th STAAR math and Ela by EOY

    High Priority

    HB3 Goal

    Evaluation Data Sources: Semester and Mock exam

   **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Effective and Purposeful 1st Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: * Unpacking modules and Lesson Internalization * Daily lesson-rehearsals * Flag misconceptions **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	45%	

Strategy 2 Details	Reviews			
Strategy 2: Data Driven Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: * Align w/ teachers to identify foundational gaps and scholars that need prompt support to set them up for targeted intervention. Invest parents by having constant communication on scholar results and goals. * weekly touchpoints/provide leaders w/resources, on-going communication, consistent availability to respond to leaders * Spiral in most critical TEKS into our Do Nows, Exit Tickets, and assessments	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	40%	

Strategy 3 Details	Reviews			
Strategy 3: Active Monitoring	**Formative**			**Summative**
Strategy's Expected Result/Impact: * With teacher, create trackers that the teacher feels effective with. * Include latest data in our trackers to target CFUs (Check for Understandings) and support	**Oct**	**Jan**	**Mar**	**June**

* Use data to create targeted seating charts with planned pathways for aggressive monitoring.
Staff Responsible for Monitoring: Lead Team

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

| 100% | 100% | 40% |
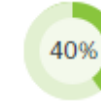
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

Performance Objective 3: 3rd and 4th grade special pop scholars will meet approaches to meets on exams

    High Priority

    HB3 Goal

    Evaluation Data Sources: RENSTAR MOY-EOY, Semester and Mock exams, STAAR

    Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Increase student daily attendance

Performance Objective 1: 97% ADA

    High Priority

    Evaluation Data Sources: Powerschool attendance tracker IDEA ADA dashboard

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details				Reviews			
Strategy 1: at mesa hills academy will attend daily ADA huddles				**Formative**			**Summative**
Strategy's Expected Result/Impact: ADA huddle **Staff Responsible for Monitoring:** Lead team				**Oct**	**Jan**	**Mar**	**June**
				95%	100%	40%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			
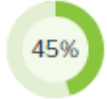
Goal 5: Increase student persistence

Performance Objective 1: 90% Persistence

    High Priority

    Evaluation Data Sources: IDEA persistence data dashboard powerschool enrollment Power BI

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Mesa Hills will host various opportunity for scholars and parents to attend increasing persistence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% persistence	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Lead team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	45%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: Provide 100% of guidance lessons for scholars on school safety and violence prevention

High Priority

Evaluation Data Sources: Red Ribbon, Anti bullying assembly, MTW,

Goal 5: Increase student persistence

Performance Objective 3: Know your scholars:
* Daily greet scholars as they are in transition, in the hallway, etc.
* Intentionally find the way to meet the scholars and do emotional "temp-checks"
* Find how we connect with scholars

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Daily Trackers
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Robotics offered Tuesday and Thursday

60 scholars

6K

Music Program Monday and Wednesday Sound stage 9

25 scholars

12K

2. Campus Improvement Plan

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	**0%**	**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	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, 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.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage 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		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage 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.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage 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.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. 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	
	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.	Complete		Action Required	