IDEA Public Schools

Mesa Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

6th: White (7), Black (1), Hispanic (59), Asian (1)

7th: American Indian (1), Asian (1), Black (4), Hispanic (74), White (2)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 6th grade enrollment continues to be problematic, as well as 9th **Root Cause:** Families are electing for traditional school districts in 6th grade for UIL experiences, and in 9th grade for both UIL and dual credit options.

Problem Statement 2 (Prioritized): EB enrollment has become a concern as well. **Root Cause:** Families are electing for traditional districts that specifically offer dual language programming.

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): Campus lacks effective Pre-AP preparation which will result in sub par AP scores. **Root Cause:** Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.

Problem Statement 2 (Prioritized): EB curriculum and programming only manifests itself in Direct Instruction program DICE. **Root Cause:** Campus must contract and implement effective SIOP training.

Priority Problem Statements

Problem Statement 1: Campus offered no fine arts programming.
Root Cause 1: Campus had not contracted vendors offering quality music programming.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Campus has not met persistence goal in the past 3 academic years.
Root Cause 2: Campus deployed a punitive discipline system leading to families upset with overall campus culture.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: EB curriculum and programming only manifests itself in Direct Instruction program DICE.
Root Cause 3: Campus must contract and implement effective SIOP training.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus lacks effective Pre-AP preparation which will result in sub par AP scores.
Root Cause 4: Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Special education performance acquired achievement scores between 25 and 40.
Root Cause 5: Inclusion teachers must become highly skilled in writing instruction and not only math and reading curriculums.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Inefficient RTI application.
Root Cause 6: Lack of quality onboard for teachers as they navigate Move this World Social emotional curriculum.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: EB enrollment has become a concern as well.
Root Cause 7: Families are electing for traditional districts that specifically offer dual language programming.
Problem Statement 7 Areas: Demographics

Problem Statement 8: 6th grade enrollment continues to be problematic, as well as 9th
Root Cause 8: Families are electing for traditional school districts in 6th grade for UIL experiences, and in 9th grade for both UIL and dual credit options.
Problem Statement 8 Areas: Demographics

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)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
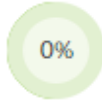
Goals

Goal 1: Increase staff retention

Performance Objective 1: Ensure 90%, progress towards goal by January 7.

    High Priority

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Engage in quarterly listening tour.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 80% of instructional staff feedback is implemented and reported in PTG. **Staff Responsible for Monitoring:** Full Site Lead Team. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%	40%	✗	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Secure 90% attendance for 9th grade families for college attendance nights.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: TSI intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure 90% plus 9th grade population has is TSI exempt.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Managing assistant principal of instruction and College Counselor. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	0%	10%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:
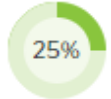
School Processes & Programs
Problem Statement 1: Campus lacks effective Pre-AP preparation which will result in sub par AP scores. **Root Cause**: Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Secure Achievement and growth metrics for EB and SPED students at Mock 2.

    HB3 Goal

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher level reporting that leads to reteach opportunities within 72 hours.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED/EB students will receive reteaches within 72 hours of failed objectives.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content teachers and managing assistant principals of instruction. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%	25%	❌	
	0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 1: Retain 96% ADA return by quarter 3.

    High Priority

Strategy 1 Details			Reviews		
Strategy 1: Embed daily activities that engage students and incentivize attendance.			**Formative**		**Summative**
Staff Responsible for Monitoring: Full Site Lead Team: Gerardo Valdez-Assistant Principal of Operations 6-9 ADA- Justin Arnsworth (API)/Norman Candelaria (API) **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**	
	0%	25%			
0% No Progress	100% Accomplished		Continue/Modify	✖ Discontinue	

Goal 5: Increase student persistence

Performance Objective 1: Remain at 95% PTG by January 7.

Strategy 1 Details	Reviews			

Strategy 1: Maintain weekly communication, ensure all families accessing REMIND, and secure 90% attendance rates for all grade levels at parent townhalls and ensure full year fine arts programming.
   Strategy's Expected Result/Impact: Assign 85% of students to an afterschool activity.
   Staff Responsible for Monitoring: Academic Counselor: Michelle Jula
 	
   TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
   - ESF Levers:
Lever 3: Positive School Culture
   Problem Statements: Perceptions 1, 2
	Formative			**Summative**

	Oct	Jan	Mar	June
	0%	40%		
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Campus has not met persistence goal in the past 3 academic years. **Root Cause**: Campus deployed a punitive discipline system leading to families upset with overall campus culture.
Problem Statement 2: Campus offered no fine arts programming. **Root Cause**: Campus had not contracted vendors offering quality music programming.

Title I Personnel

Name	Position	Program	FTE
	BLENDED LEARNING SPACE TEACHER		1
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1

Addendums

IDEA Mesa Hills

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	7	17	7	9	2.5
% Intermediate	10	37	30	50	31
% Advanced	27	47	27	28	18
% Advanced High	57	0	37	13	13

Reflection	
Areas of Strength	**Areas of Need**
1 All students are placed in a CSI cohort to focus on their reading skills	1 Strategic placement of students
2 Strategic seating in classrooms	2 Deep dive on strategies to better serve EL students
3 Strategic checks for understanding	3