

# IDEA Public Schools

## Spears 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 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: September 16, 2022

## Demographics

### Demographics Summary

IDEA Public Schools believes that each and every child can go to college. Since 2000, IDEA Public Schools has grown from a small school with 150 students to one of the fastest-growing networks of tuition-free, Pre-K-12 public charter schools in the United States. Currently, the network serves nearly 75,000 college-bound students in 137 schools across Texas, Louisiana and Florida. IDEA has been recognized as a “Great Place to Work” and received national rankings on U.S. News & World Report’s Top High Schools lists. IDEA remains on-track to uphold its legacy of sending 100% of its graduates to college. See Addendum for more information.

### Demographics Strengths

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to increase student attendance since we only reached 92.75% for ADA. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

**Problem Statement 2 (Prioritized):** Record keeping of student behavior was often missing and inconsistent. **Root Cause:** There were some teachers who wildly did not use keyboard or remind with fidelity to communicate with parents.

# Student Learning

## Student Learning Summary

See PDF in Addendum for more information.

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a large gap in success between 6th and 7th grade STAAR ELA scores (7th performed better). **Root Cause:** Teacher absences to COVID and personal issues.

**Problem Statement 2 (Prioritized):** We did not have enough students reach Meets or Masters in STAAR Math for 6th grade. **Root Cause:** Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.

# School Processes & Programs

## School Processes & Programs Summary

Middle school students begin rigorous Pre-AP instruction, mastering strategies that prepare them for the next phase of our college prep program, high school.

Classes and Activities:

English & Language Arts • Mathematics • Social Studies • Science • Spanish • Physical Education • College Field Lessons • The Road To And Through College Class

Highlights:

Pre-Advanced Placement Coursework • Robust Extra-Curricular Activities

Results:

Gearing Up for Success in College Preparatory • Developing Passions and Interests • Our 6-8 grade scholars outperformed their state-wide peers on standardized tests by 11%.

## 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):** Inconsistency of coaching, weekly touchpoints and feedback from leadership. **Root Cause:** There was a gap and then transition in leader presence/support.

**Problem Statement 2 (Prioritized):** Retention landed at approximately 40% which was incredibly low. **Root Cause:** There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

# Perceptions

## Perceptions Summary

We operate under seven founding core values: We Act with Integrity, We Achieve Academic Excellence, We Deliver Results, We Ensure Equity, We Build Team & Family, We Bring Joy, We Sweat the Small Stuff

## Perceptions Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We experienced a lack of parent investment/involvement. **Root Cause:** COVID and inconsistent communication limited family awareness and access (sometimes perceived) for campus involvement.

**Problem Statement 2 (Prioritized):** School counselor was occasionally unable to fully service student issues. **Root Cause:** Due to ineffective reporting, the counselor was sometimes limited or delayed in being able to address student concerns in the moment.

# Priority Problem Statements

**Problem Statement 1:** We did not have enough students reach Meets or Masters in STAAR Math for 6th grade.

**Root Cause 1:** Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a large gap in success between 6th and 7th grade STAAR ELA scores (7th performed better).

**Root Cause 2:** Teacher absences to COVID and personal issues.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need to increase student attendance since we only reached 92.75% for ADA.

**Root Cause 3:** Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Record keeping of student behavior was often missing and inconsistent.

**Root Cause 4:** There were some teachers who wildy did not use kickboard or remind with fidelity to communicate with parents.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Inconsistency of coaching, weekly touchpoints and feedback from leadership.

**Root Cause 5:** There was a gap and then transition in leader presence/support.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Retention landed at approximately 40% which was incredibly low.

**Root Cause 6:** There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** We experienced a lack of parent investment/involvement.

**Root Cause 7:** COVID and inconsistent communication limited family awareness and access (sometimes perceived) for campus involvement.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** School counselor was occasionally unable to fully service student issues.

**Root Cause 8:** Due to ineffective reporting, the counselor was sometimes limited or delayed in being able to address student concerns in the moment.

**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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

## 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1:** Increase staff retention

**Performance Objective 1:** By the beginning of the 23-24 school year, IDEA Spears College Preparatory, will maintain at least 85% of staff by having performance managers complete check-ins with direct reports weekly.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** One Note for Weekly Check-ins  
 Teams for shout outs  
 Locus dashboard for data retrieval

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Who: Direct Managers                      When: Weekly                      What: Check-ins with direct reports, shout outs</p> <p>Who: Principals                      When: Weekly                      What: Report out data on staff retention in Data Brief</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain 85% staff retention  <b>Staff Responsible for Monitoring:</b> Principal, API, APO, SC</p> <p><b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      -</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 2:** Retention landed at approximately 40% which was incredibly low. **Root Cause:** There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** By the end of the 22-23 school year, IDEA Spears College Preparatory will receive an A- rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Track number of Masters scholars  
 Scripted HOT questions in LPs  
 Strategic grouping of students based on full scale assessments

Strategy 1 Details	Reviews			
<b>Strategy 1: Who:</b> Leaders and Teachers <b>When:</b> Daily <b>What:</b> Real-time coach the most pressing need (academics and culture) <b>Strategy's Expected Result/Impact:</b> Receive a distinction in Post secondary readiness by TEA <b>Staff Responsible for Monitoring:</b> Principal and APis  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** IDEA achieves an A rating

**Performance Objective 1:** By the end of the 22-23 school year, IDEA Spears College Preparatory will receive an A- rating in Domains 1 -3 by scholars achieving the Approaches/Meets/Masters goals for our campus and 20% of SpEd students will get "Meets" on both Math & Reading exams.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Daily individual student tracking  
 Whole group tracking  
 Daily observations and real time coaching using Teachboost  
 Differentiated instruction based on student work analysis meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Who: Leaders and Teachers                      When: Daily                      What: Real-time coach the most pressing need (academics and culture) based on data</p> <p>Use AR/HS Facilitator to improve Reading performance for 6th through 8th grades.  <b>Strategy's Expected Result/Impact:</b> Receive an A rating from TEA  <b>Staff Responsible for Monitoring:</b> Principal &amp; API</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> We did not have enough students reach Meets or Masters in STAAR Math for 6th grade. <b>Root Cause:</b> Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.</p>

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** By the end of the 22-23 school year, IDEA Spears College Preparatory will receive a minimum of 97% of average daily attendance.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Daily tracking of absences  
 Monthly ADA incentives  
 ADA escalation matrix

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs, Principal                      When: Daily                      What: Operating mechanism for daily attendance protocol fidelity  <b>Strategy's Expected Result/Impact:</b> Maintain an average of 6 scholars absent per day  <b>Staff Responsible for Monitoring:</b> Principal, APO, SC</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to increase student attendance since we only reached 92.75% for ADA. <b>Root Cause:</b> Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.</p>

**Goal 5:** Increase student persistence

**Performance Objective 1:** By the 11th day of the 23-24 school year, IDEA Spears College Preparatory will maintain a minimum of 90% student persistence.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Quarterly family engagement events  
 Daily and weekly student incentives  
 Check-ins with students of concern  
 Weekly grade level celebrations  
 Extra-curricular activities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Who: All Staff                      When: Daily                      What: Build a strong positive customer service experience with all stakeholders  <b>Strategy's Expected Result/Impact:</b> Maintain a minimum of 90% of scholars persist with SCP by the 11th day of 23-24 school year.  <b>Staff Responsible for Monitoring:</b> APO, SC, and Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6, 4.1, 4.2                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to increase student attendance since we only reached 92.75% for ADA. <b>Root Cause:</b> Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.</p>

**Goal 6:** Increase Campus Safety Score

**Performance Objective 1:** IDEA Spears College Preparatory will be rated Proficient or higher by the end of the year on the Campus Safety Score.

**High Priority**

**Evaluation Data Sources:** Intruder Assessment

Physical Building Safety

Climate & Culture

Staff, Students, Families

Compliance

Training, Facility Safety, Execution

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students engage in learning, are safe, and feel a sense of belonging.                      Teachers train students on expectations and protocols of safety and security program components.                      Campus leaders model actions and behaviors and hold colleagues, staff, and students accountable with data visibility and inspecting what they expect.</p> <p><b>Strategy's Expected Result/Impact:</b> Our students and staff must first feel physically and emotionally safe to achieve our mission.</p> <p><b>Staff Responsible for Monitoring:</b> APO, SC, All Staff</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span style="margin-left: 100px;"> Accomplished</span> <span style="margin-left: 100px;"> Continue/Modify</span> <span style="margin-left: 100px;"> Discontinue</span> </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1
Semora Fobbs	INTERVENTIONIST	CSI Coordinator	1

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Antonio Anderson	APO IDEA Spears

# Addendums