IDEA Public Schools

Burke Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 7, 2023

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: August 7, 2023

Demographics

Demographics Summary

IDEA Burke Academy opened in 2019 and is located at 10434 Marbach Road on the west side of San Antonio. We have 720 scholars and serve grades Kinder through 5th grade. We are lottery based and have open enrollment throughout the school year. Our focus is College for all and we work to have strategic intervention as well as supports built in so that our scholars end year after year on or above grade level. Interventions include small group pull out within the school day, after school tutoring, Saturday School, and Summer School. We offer Intramural Sports in grades 3-5 and have afterschool care for all grade levels.

Demographics Strengths

IDEA Burke Academy has had 95% or higher Teacher retention since we opened in 2019. We have a competitive salary for teachers and a Teacher Career Pathway where teachers can receive bonuses based on scholar performance and family/student surveys. All of our scholars are on track for college and are prepared year after year so that 100% are in Pre-AP and AP courses in College Prep (grades 6-12).

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA Burke Academy has lost over 20 scholars this year due to academic and/or culture concerns in K-3rd grade. **Root Cause:** Transition meetings were not planned for rising priority grade levels to share changes within the academics and there was lack of clear communication with how our culture differs from other schools. We have also not asked for feedback consistently to learn about concerns families have before it is too late and their scholar leaves us.

Problem Statement 2 (Prioritized): Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause:** We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Student Learning

Student Learning Summary

85% of scholars ended the year reading on grade level in Kinder through 2nd grade pending Summer School data.

Based on the State of Texas high cut score for ELA, 3rd had 87% pass and using the low cut score, 99% passed. 4th grade ELA had 72% pass based on the high cut score with 98% passing using the low cut score.

3rd grade math had 52% pass using the high cut score with 94% passing using the low cut score and 4th grade had 51% using the high cut score with 94% using the low cut score in math.

Within our Special Education population, using the high cut score, 45% passed within ELA and 12% passed within math. Using the low cut score, we had 96% passed in ELA and 82% in math.

See PDF in Addendum for more information.

Student Learning Strengths

We created strong tracking mechanisms including dropping live data daily after every first teach and prioritizing observing and coaching teachers based on their feedback. We also increased in SpEd passing rate from this time last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of scholars on or above grade level in K-2 reading decreased this year. **Root Cause:** There was not strategic intervention in place beginning in the Fall for already identified priority scholars.

Problem Statement 2 (Prioritized): Only 12% of scholars in SpEd hit the high cut score for math. **Root Cause:** Intervention was focused on more opportunities to practice targeted skills within a small group versus teaching targeted skills a different way (ex: breaking down the key points or using manipulatives).

School Processes & Programs

School Processes & Programs Summary

All instructional leaders observe classroom instruction weekly and provide daily feedback using TeachBoost along with a weekly what and how action step. Leaders are dedicated to supporting and coaching content for their contents. Staff meet weekly for professional development and all development is geared around what our school's data is telling us. We use a strategic reading program in grades Kinder through 2nd grade that ensures scholars are working on their individual reading level and data is tracked daily and reviewed weekly at a PTG. Technology is incorporated throughout all contents and assessments are now done online for grade 3rd-5th. Staff do not feel that they are included in decision making and do not feel that scholars have enough opportunity for joy and fun at school.

See PDF in addendum for more information

School Processes & Programs Strengths

82% of Burke staff feel that Burke is a great place to work compared to the US average of 57%. 100% or Co-Teachers that meet the qualifications for Lead Teacher have been promoted for this coming school year and 2 teachers are shifting to Assistant Principals of Instruction due to the coaching and developing they have received. Scholars lessons are embedded online and scholars have adapted to showing their work for online assessments on scratch paper within grades 3rd and 4th.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work. **Root Cause:** Teachers have not been included in planning committees

Problem Statement 2 (Prioritized): Based on the internal staff survey, 60% of staff feel that Burke Academy is a fun place to work. **Root Cause:** There are not calendared/ scheduled days and times within the schedule to allow for scholars and staff to celebrate holidays and have team and family time on a monthly basis.

Perceptions

Perceptions Summary

92% of our teachers returned this year and 88% of our support staff were retained. 82% of our teachers say that Burke Academy is a great place to work, well over the US average of 57% Families have the opportunity to attend monthly family engagement events and attendance is tracked and has been 60-80% consistently throughout the year. Some families have a hard time attending due to their working hours and on our end of year family surveys, families were most concerned with using multiple platforms for communication.

See PDF in addendum for more information

Perceptions Strengths

Have maintained higher than 85% staff retention since we opened in 2019. This has allowed our teachers to be able to become content experts and our school culture has stayed consistent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents voices were not heard throughout the year and they did not give input/feedback often enough. **Root Cause:** We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Problem Statement 2 (Prioritized): There were too many places that communication was shared with families and it was not streamlined. **Root Cause:** There was not a streamline of sharing communication on set platforms across the campus.

Priority Problem Statements

Problem Statement 1: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state.

Root Cause 1: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of scholars on or above grade level in K-2 reading decreased this year.

Root Cause 2: There was not strategic intervention in place beginning in the Fall for already identified priority scholars.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 12% of scholars in SpEd hit the high cut score for math.

Root Cause 3: Intervention was focused on more opportunities to practice targeted skills within a small group versus teaching targeted skills a different way (ex: breaking down the key points or using manipulatives).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the internal staff survey, 60% of staff feel that Burke Academy is a fun place to work.

Root Cause 4: There are not calendared/scheduled days and times within the schedule to allow for scholars and staff to celebrate holidays and have team and family time on a monthly basis.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.

Root Cause 5: Teachers have not been included in planning committees

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents voices were not heard throughout the year and they did not give input/feedback often enough.

Root Cause 6: We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There were too many places that communication was shared with families and it was not streamlined.

Root Cause 7: There was not a streamline of sharing communication on set platforms across the campus.

Problem Statement 7 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit ticket data and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Immediate reteach of daily Exit Ticket within Extensions	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in daily mastery of skills	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All ELA teachers and SpEd Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	40%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Track all IEP goals and have individual growth goals for all SpEd, HB4545 scholars, and EBs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars will celebrate the small wins within their growth and be motivated	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers including SpEd and Interventionists **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2	15%	50%		

Strategy 3 Details		Reviews			
Strategy 3: Campus will employ a teacher to provide tutoring during the school day using Accelerated Reader program		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase overall scholar achievement with a 5% increase from last years data point		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Staff Member - Title I, Part A (4120) - $33,000		40%	45%		

Strategy 4 Details		Reviews			
Strategy 4: Staff Member employed to support and pull for scholars below grade level in Reading as an Intervention class during the school day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 60% of scholars that did not pass reading STAAR will hit approaches or higher		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Full Time Teacher - Title I, Part A (4120) - $59,000		40%	60%		

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

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state.   **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills. |

Goal 1: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024 (HB3)

Strategy 1 Details		Reviews			
Strategy 1: Campus will employ a staff member to pull for intervention and reteach within the ilearning class		**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall scholar passing will increase 5% from last years data.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Accelerated Reading Co-Teacher - Title I, Part A (4120) - $33,000		20%	50%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state. **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
Strategy 1: Staff Member employed to support and pull for scholars below grade level in math as an Intervention class during the school day.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 60% of scholars that did not pass will hit approaches **Staff Responsible for Monitoring:** Principal and API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** Full Time Teacher - Title I, Part A (4120) - $59,000	40%	55%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Only 17% of our CSI scholars in rising 4th and 5th grade RLA hit the high cut score determined by the state.   **Root Cause**: We did not prioritize skills that were taught in previous grade levels before focusing on on-grade level skills.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details		Reviews			
Strategy 1: Each scholar will have a specific goal aligned to their previous data point tied to an incentive		**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars will meet small goals throughout the year resulting in meeting the overall passing goal.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and SpEd teacher **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction		20%	55%		
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 1: IDEA achieves an A Rating

Performance Objective 5: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details		Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) **Strategy's Expected Result/Impact:** Scholars will make growth on all assessments by creating strategic intervention groups based on data **Staff Responsible for Monitoring:** APIs, Principal		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		40%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: Increase student persistence

Performance Objective 1: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Strategy 1 Details		Reviews			
Strategy 1: Track and backwards plan dates for all safety protocols and monitor through the use of CCT monthly meetings		**Formative**			**Summative**
Strategy's Expected Result/Impact: Pass safety scorecard with no gaps **Staff Responsible for Monitoring:** Principal and APO		Oct	Jan	Mar	June
		20%	55%		

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

Goal 2: Increase student persistence

Performance Objective 2: IDEA Burke will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority

Strategy 1 Details			Reviews			
Strategy 1: Timely communicate with families regarding school events to promote family engagement and attendance.			**Formative**			**Summative**
Funding Sources: - Title I, Part A (4120) - $2,082.57			**Oct**	**Jan**	**Mar**	**June**
			50%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Increase student persistence

Performance Objective 3: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

    Summative Evaluation: Met Objective

Strategy 1 Details			Reviews			
Strategy 1: Backwards plan out when these sessions will take place			**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet all district required dates for Anti-bullying and safer smarter schools			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and School Counselor			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 by the end of the school year. (TEC 11.253(d)(10))

Strategy 1 Details			Reviews		
Strategy 1: Celebrate MVPA benchmarks and publicly celebrate them			**Formative**		**Summative**
Strategy's Expected Result/Impact: Scholars want to be at school to meet this goal		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and PE Coaches		20%	N/A		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 2: IDEA Burke Academy will achieve a 97% annual attendance rate for the 23-24 school year.
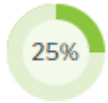
High Priority

Strategy 1 Details	Reviews			
Strategy 1: communicate with absent families with three touchpoints by 9:30AM daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Bring in families before the OATT	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO and SIS				
Title I: 2.5, 2.6 **Problem Statements:** Perceptions 2	55%	20%		
	0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Performance Objective 2 Problem Statements:

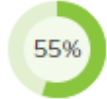| Perceptions |
|---|
| **Problem Statement 2**: There were too many places that communication was shared with families and it was not streamlined. **Root Cause**: There was not a streamline of sharing communication on set platforms across the campus. |

Goal 4: Increase staff retention

Performance Objective 1: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be at Proficient or higher on all GET ratings in TeachBoost. **Staff Responsible for Monitoring:** APIs and Principal	25%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase staff retention

Performance Objective 2: IDEA Burke is 100% staffed for all teacher positions throughout the 2023-24 school year.

    High Priority

Strategy 1 Details			Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria			**Formative**			**Summative**
Strategy's Expected Result/Impact: Have strong teachers in all content areas and retain staff at 90% or higher			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal			N/A	55%		

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

Goal 5: Increase student enrollment

Performance Objective 1: Monthly We Bring Joy days for scholars to build team and family

    High Priority

    Evaluation Data Sources: Persistence - meting monthly benchmark

Strategy 1 Details			Reviews			
Strategy 1: strategic days for creative activities and teambuilding			**Formative**			**Summative**
Strategy's Expected Result/Impact: meet persistence to allow for less scholars needed in established grades			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and APO **Title I:** 2.4 **Problem Statements:** Perceptions 1			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents voices were not heard throughout the year and they did not give input/feedback often enough. **Root Cause**: We did not schedule and plan quarterly parent surveys for families to provide feedback more consistently throughout the school year.

Title I Personnel

Name	Position	Program	FTE
Maritza Aquino	HotSpot Facilitator	Title I	1.0
Monica Nevarez	Interventionist	Title I	1.0
Phelencia Wheaton	AR Facilitator	Title I	1,0
Sara Jimenez	Interventionist	Title I	1.0

Campus Funding Summary

State Funding (4312)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Staff Member		$33,000.00
1	1	4	Full Time Teacher		$59,000.00
1	2	1	Accelerated Reading Co-Teacher		$33,000.00
1	3	1	Full Time Teacher		$59,000.00
2	2	1			$2,082.57
				Sub-Total	$186,082.57
				Budgeted Fund Source Amount	$2,082.57
				+/- Difference	-$184,000.00
				Grand Total Budgeted	$2,082.57
				Grand Total Spent	$186,082.57
				+/- Difference	-$184,000.00