IDEA Public Schools

Converse Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 16, 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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Demographics

Demographics Summary

IDEA Converse Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kinder - 5th grade. IDEA Converse Academy is part of one of the fastest growing charter school networks. Currently, IDEA Converse Academy has an enrollment of 660 scholars. This is an increase of about 165 students from the previous school year. This increase is attributed to the addition of 2 new grade levels, 4th and 5th, to our campus for the 23-24 school year.

The school's demographics include approximately 75% of the student population is economically disadvantaged, 60% Hispanic, 23% African American and 8% students in Special Education.

Demographics Strengths

1. We have a diverse staff on campus and staff name they feel our current staffing roster reflects diversity in hiring.
2. Regardless of socioeconomic status, we have high levels of engagement from our families.
3. We retained our top performing teachers for the 23-24 school year.
4. We increased average daily attendance by 3% from the 21-22 to the 22-23 school year.
5. We increased overall persistence by 3.52% from the end of year 21-22 to end of year 22-23.
6. For family engagement events, we have high levels of participation from both families and staff.
7. There was a decrease in behavioral incidents requiring an administrator response from 21-22 to 22-23.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance fell far short of our goal of 97% with many scholars displaying trends of chronic absenteeism. **Root Cause:** The ADA matrix was cumbersome and leaders did not have strong systems in place to follow it with fidelity for family accountability.

Problem Statement 2 (Prioritized): Behaviors exhibiting physical aggression accounted for 25% of office referrals for the 22-23 school year. **Root Cause:** There was a lack of fidelity to written consequence plans by staff. Additionally, there was a lack of proactive teaching around the harm of physical aggression and teaching replacement behaviors to help scholars problem solve.

Student Learning

Student Learning Summary

IDEA Converse Academy is on track to have 90% or more of scholars in Kindergarten through 2nd grades reading on or above grade level. Based on preliminary STAAR results, we ended in the top half of the region for performance on both reading and math STAAR. All scholars have demonstrated eligibility for promotion to the next grade level.

Student Learning Strengths

1. We are on-track to meet our goal of 90% of more of scholars reading on/above grade level in K-2.
2. In 3rd grade, our scholars performed in the top 6 of the district for Math Mock STAAR.
3. Students who are not on track to meet academic goals have opportunities for additional support through CSI intervention and/or tutoring.
4. Staff have a wide variety of educational experience and receive coaching throughout the year to continue to develop additional skills.
5. In 2nd grade, 95% of scholars are expected to end the year on grade level in reading.
6. In Kinder and 1st grade, scholars are on track to hit the 90/60/30 goal for ELA End of Year assessment.
7. We see alignment between formative and summative assessment results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus.   **Root Cause:** There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.

Problem Statement 2 (Prioritized): There is a performance gap of 5% or more across grade levels between EB and non-EB scholars with the largest gap being in 3rd grade.   **Root Cause:** We failed to equip teachers with clear supports or accommodations they could provide to EB scholars to set them up for success in the General Education setting.

School Processes & Programs

School Processes & Programs Summary

There are a wide variety of processes and programs in place to support scholars and staff. We engage in weekly development with our staff through after-school professional development sessions as well as regular check-ins with managers. Teachers leverage systems for parent communication such as Class Dojo and Remind to inform parents of any updates while also responding to questions or concerns from parents.

Each week, leaders engage in a weekly tactical meeting to discuss school performance data, upcoming events and any pertinent topics requiring leadership input.

School Processes & Programs Strengths

1. We have clear safety protocols in place and maintain compliance with expected safety drills.
2. There is a rigorous hiring process which includes a minimum of 2 interviews and a reference check from the applicant's most recent supervisor.
3. Teachers are able to request professional development opportunities from outside of the organization.
4. Lesson planning within the campus is data-driven and there are clear operating mechanisms in place to capture data.
5. There are systems in place for consistent and ongoing feedback to teachers.
6. The Teacher Career Pathway serves as an incentive for staff for continued growth.
7. There are strong systems in place to support new teachers through New Teacher Institute, clear management training at the beginning of the year and weekly manager check-ins.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration. **Root Cause:** There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Problem Statement 2 (Prioritized): Socio-emotional curriculum is not implemented with fidelity nor is adjusted based on grade-level/campus/classroom trends. **Root Cause:** Data is not consistently published regarding SEL implementation weekly. Leaders have overlapping meetings on the calendar during Morning Meeting time which holds us back from observing to provide accountability, coaching and support for this important block.

Perceptions

Perceptions Summary

IDEA Converse Academy has maintained a fully enrolled status throughout the 22-23 school year. Overall, families report satisfaction with the academic supports in place for their scholars and that they have access to message teachers directly with questions or concerns. When scholars have concerns or need additional support, teachers and leaders work in partnership to address student needs in a timely manner and support them in restoring relationships.

Perceptions Strengths

1. Families receive timely communication regarding drills, campus events and incidents on campus due to consistent systems with Remind and Class Dojo.
2. Leaders and teachers collaborate to provide students the opportunity to mediate any conflict they have to restore relationships.
3. Families feel welcomed when coming to events and have a positive experience when invited on to campus.
4. Families name they feel satisfied with the academic supports their scholars receive at school.
5. Teachers and families know how to request additional socio-emotional support through our licensed school counselor.
6. We are fully enrolled for the 22-23 school year showing parents have interest in sending their students to school with us.
7. Overall, families are able to lift concerns and have them addressed with urgency.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families feel they have limited opportunities to be on campus during the school day to engage with their scholar. **Root Cause:** There is a lack of clear processes/operating mechanisms for parents to come on to campus regularly. There is a lack of communication around how parents can schedule opportunities to shadow their scholar for the day.

Problem Statement 2 (Prioritized): Families who primarily speak Spanish name they do not receive consistent campus communication translated into their native language. **Root Cause:** There is a lack of partnership for weekly translation support with a Spanish speaker for our school counselor who is on the hook for the campus newsletters.

Priority Problem Statements

Problem Statement 1: Average daily attendance fell far short of our goal of 97% with many scholars displaying trends of chronic absenteeism.

Root Cause 1: The ADA matrix was cumbersome and leaders did not have strong systems in place to follow it with fidelity for family accountability.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Behaviors exhibiting physical aggression accounted for 25% of office referrals for the 22-23 school year.

Root Cause 2: There was a lack of fidelity to written consequence plans by staff. Additionally, there was a lack of proactive teaching around the harm of physical aggression and teaching replacement behaviors to help scholars problem solve.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus.

Root Cause 3: There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a performance gap of 5% or more across grade levels between EB and non-EB scholars with the largest gap being in 3rd grade.

Root Cause 4: We failed to equip teachers with clear supports or accommodations they could provide to EB scholars to set them up for success in the General Education setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.

Root Cause 5: There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Socio-emotional curriculum is not implemented with fidelity nor is adjusted based on grade-level/campus/classroom trends.

Root Cause 6: Data is not consistently published regarding SEL implementation weekly. Leaders have overlapping meetings on the calendar during Morning Meeting time which holds us back from observing to provide accountability, coaching and support for this important block.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Families who primarily speak Spanish name they do not receive consistent campus communication translated into their native language.

Root Cause 7: There is a lack of partnership for weekly translation support with a Spanish speaker for our school counselor who is on the hook for the campus newsletters.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.

Root Cause 8: There is a lack of clear processes/operating mechanisms for parents to come on to campus regularly. There is a lack of communication around how parents can schedule opportunities to shadow their scholar for the day.

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

- 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
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- 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
- Discipline records
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 61% to 63% in Spring 2024 (HB3)

Strategy 1 Details			Reviews		

Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment.
    Strategy's Expected Result/Impact: Increase scholar accountability and motivation for growth in results.
    Staff Responsible for Monitoring: All ELAR teachers, APIs, Principal
			Formative		**Summative**

			Oct	Jan	Mar	June
			45%	55%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 45% in Spring 2024. (HB3)

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase scholar accountability and motivation for growth in results. **Staff Responsible for Monitoring:** All math teachers, API, Principal	25%	45%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Equip all teachers with EB in-classroom support strategies through quarterly PD sessions.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase teacher skillset in supporting EB scholars within the general education classroom.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: EB Point Person, APIs, Principal	N/A	5%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

    High Priority

    Evaluation Data Sources: Powerschool HB4545 Tracker

    Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Leverage CSI block to provide HB4545 minutes to scholars during the instructional day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Accelerate learning for HB4545 scholars within the instructional school day. **Staff Responsible for Monitoring:** Interventionists, CSI Point Person		Oct	Jan	Mar	June
		100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 90% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scholar accountability and motivation for growth in results. **Staff Responsible for Monitoring:** All STAAR teachers, SPED Teachers, APIs, Principal			**Oct**	**Jan**	**Mar**	**June**
			40%	60%		
	0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Track each students' performance in domains 1-3 by using the Locus dashboard and respond to data appropriately
 	
    Strategy's Expected Result/Impact: Understand individual scholar performance across all domains and be able to adjust instruction accordingly.
    Staff Responsible for Monitoring: APIs, Principal
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	30%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Safety Scorecard Dashboard

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Calendar all safety drills during monthly Campus Crisis Team Meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure we maintain compliance with required safety drills throughout the school year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO, Principal, FM	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Increase student persistence

Performance Objective 2: IA & CP: 100% of schools 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))

   Summative Evaluation: Met Objective

Strategy 1 Details			Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Families have sufficient planning time to ensure they can join engagement events.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor, APO, Principal **Funding Sources:** - Title I, Part A (4120) - $1,800.60			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 2: Increase student persistence

Performance Objective 3: IA & CP: 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: School Counselor partners with Electives team to determine schedule for all scholars to engage in Safer, Smarter School curriculum during their electives rotation. **Strategy's Expected Result/Impact:** All scholars have built in time to their schedule to engage in curriculum. **Staff Responsible for Monitoring:** School Counselor			**Formative**		**Summative**
			Oct	Jan	Mar	June
			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Increase student daily attendance

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Ensure PE teachers have a mobile cart to allow for charging of heart rate monitors when not in the gym.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars have access to heart rate monitors for each PE session. **Staff Responsible for Monitoring:** API, PE Teachers		**Oct**	**Jan**	**Mar**	**June**
		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Converse will achieve a 97% annual attendance rate for the 23-24 school year

    High Priority

    Evaluation Data Sources: Average Daily Attendance Power BI Dashboard

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews		
Strategy 1: Ensure fidelity to the ADA Matrix.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Families receive timely communication regarding absences and understand impact of repeated absences. **Staff Responsible for Monitoring:** APO, APIs, School Counselor, Principal		**Oct**	**Jan**	**Mar**	**June**
		45%	45%		
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 4: Increase staff retention

Performance Objective 1: IA & CP: 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.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority

Evaluation Data Sources: Cornerstone

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through our SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All staff understand how they are currently performing in their role and receive support through clear feedback from their managers. **Staff Responsible for Monitoring:** APIs, APO, Principal	55%	60%		

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

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Converse is 100% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

    Summative Evaluation: Significant progress made toward meeting Objective

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: Ensure we have strong teachers in every classroom for scholars. **Staff Responsible for Monitoring:** Principal		**Oct**	**Jan**	**Mar**	**June**
		45%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Ensure 100% of new-to-IDEA offers have fully registered by the first day of school and completed onboarding.

High Priority

Evaluation Data Sources: STREAM

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Leverage STREAM to review offer management daily.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All new acceptances receive contact to complete registration within 48 hours of their acceptance.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$1,800.60
				Sub-Total	$1,800.60
				Budgeted Fund Source Amount	$1,800.60
				+/- Difference	$0.00
				Grand Total Budgeted	$1,800.60
				Grand Total Spent	$1,800.60
				+/- Difference	$0.00