

IDEA Public Schools
Converse College Prep
2023-2024 Improvement Plan



Public Presentation Date: August 17, 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

Demographics

Demographics Summary

IDEA Converse College Prep was established in 2021. Our mission is to become the largest producer of college graduates who use their education to make positive changes in their communities.

The current student enrollment is 292 students in grades sixth through eighth grade with an average daily attendance of 93.77%

Student Demographics of IDEA Converse College Prep is the following: 25% African Americans students, 57% Hispanic, 13% white, 1% Pacific Islander, 1% two or more races, 2% Asian. Eighty-six percent of students are economically disadvantaged, and seventeen percent is emergent bilingual/English Language Learners.

Converse College Prep has a full time school counselor, a full time health aide on staff, and a full time registered nurse. IDEA Converse College Prep has a 44% teacher retention rate.

Demographics Strengths

We have a diverse staff on campus that reflects our student population.

We have high levels of engagement from our families and our staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year. **Root Cause:** 1. Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering. (Extra Curricular activities and clubs).

Problem Statement 2 (Prioritized): Our overall persistence was at 81.97%. Currently we are not meeting our 90% persistence goal. **Root Cause:** 1. The behavior management system lacked clear consequences and restorative practices. 2. There was a lack of accountability following the behavior management system.

Student Learning

Student Learning Summary

IDEA Converse is currently an A Rated campus for the 21-22 school year We are still pending the TEA final results for the 23-24 school year. Based on our Mock Exam we were able to identify some bright spots and some areas of concern. Our 8th grade ELA scholars scored 3rd in the region . Our Biology increased by 12 points with consistent coaching. We are focused on increasing our scores in 6-8th grade math.

- 6th grade math scores AA-38 65/50/0
- 7th grade math scores AA-34 62/31/10
- 8th grade Algebra 1 scores AA-28 54/21/9

Student Learning Strengths

8th grade scored third in the region and fifteenth in the district on the Mock Exam.

AP Biology was able to increase their achievement average by 12 points.

We have strong internal data tracking.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CFS for screen to scratch annotations and implementation is different across grade levels. **Root Cause:** (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies.2. No clear criteria for success for annotations across campus.

Problem Statement 2 (Prioritized): 9% of 8th grade Sped scholars met the approaches range. **Root Cause:** 1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

School Processes & Programs

School Processes & Programs Summary

At Converse, we have many school processes and curriculum support programs for students to support college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, Spanish, and RTTC(Road To And to College).

At Converse, we provide professional development to 100% of our teachers and staff through live coaching and weekly PD sessions.

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus teachers' attention on the key areas for excellent teaching such as: strong/clear lesson planning, tight loop coaching, and weekly coaching conversations. We have data-driven professional development targeting instructional gaps in order to address low performance observed in classroom.

We offer afterschool athletics including basketball, football, cross country, volleyball, and track. We also offer anime club after school.

School Processes & Programs Strengths

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "This school holds my child to high academic standards."

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "I receive information in a way that I can understand."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Converse College Prep has 42% staff retention. **Root Cause:** Failure to foster a positive and supportive school culture where teachers feel valued, respected, and supported. Failure to create systems for collaboration, open communication, and teamwork among teachers, administrators, and staff members.

Problem Statement 2 (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.

Perceptions

Perceptions Summary

Perception of IDEA Converse College Prep is improving steadily each year. We have improved in consistency as it relates to solving student-to-student conflict and clarity in our academic model. IDEA Converse's attendance is currently at 93% for the 2022-2023 school year. We use our ADA Matrix to increase attendance. Conflict on our campus is addressed through restorative practices centered around our social emotional based program Move This World. Move This World helps students and teachers learn and implement essential social emotional skills that can be used in the classroom and beyond by focusing on: Self awareness- Identifying Emotions; Self Management- Managing Emotions; Social Awareness-Being Empathetic; Relationship Skills and Responsible Decision Making.

Perceptions Strengths

66% of teachers believe that we are on a physically safe campus.

69% of teachers believe that they believe that they have a friend at work.

67% of students and parents would rate our services as excellent.

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:** 1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2. There is no communication around how parents can schedule opportunities to shadow their scholar for the day.

Problem Statement 2 (Prioritized): Failure to establish open lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported. **Root Cause:** 1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

Priority Problem Statements

Problem Statement 1: Our overall persistence was at 81.97%. Currently we are not meeting our 90% persistence goal.

Root Cause 1: 1.The behavior management system lacked clear consequences and restorative practices. 2.There was a lack of accountability following the behavior management system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.

Root Cause 2: 1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs).

Problem Statement 2 Areas: Demographics

Problem Statement 3: CFS for screen to scratch annotations and implementation is different across grade levels.

Root Cause 3: (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies.2. No clear criteria for success for annotations across campus.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 9% of 8th grade Sped scholars met the approaches range.

Root Cause 4: 1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Converse College Prep has 42% staff retention.

Root Cause 5: Failure to foster a positive and supportive school culture where teachers feel valued, respected, and supported. Failure to create systems for collaboration, open communication, and teamwork among teachers, administrators, and staff members.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.

Root Cause 6: 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 6 Areas: School Processes & Programs

Problem Statement 7: Failure to establish open lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.

Root Cause 7: 1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

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: 1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2. There is no 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

- District goals
- Campus 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey results

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals








Goal 1: IDEA achieves an A Rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches , 60% meets and 30% masters on the reading and Math STAAR, Biology EOC, Algebra 1 EOC

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket data, Quiz Data , Test Data , Semester Exam Data, Mock Exam








Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately on a weekly basis	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leverage 15-minute intervention block during class period to provide accelerated instructional minutes Strategy's Expected Result/Impact: Increase scholar scores Staff Responsible for Monitoring: Principal/API	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: IDEA achieves an A Rating

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

HB3 Goal






Evaluation Data Sources: Exit Ticket Data , Quiz Data , Test Data, Semester Exam, Mock Exam

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all Sped Scholars are receiving accommodation through tracking SPED accommodation Strategy's Expected Result/Impact: Increase SPED students attaining approaches on the Math and Reading STAAR. Staff Responsible for Monitoring: SPED Teacher , API , Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 40% of 9th grade scholars are exempt from TSI testing.








Evaluation Data Sources: TSI Exemption Tracker

Strategy 1 Details	Reviews			
Strategy 1: Leveraging RTTC block to prepare scholars to become TSI exempt Strategy's Expected Result/Impact: Increase in TSI scores Staff Responsible for Monitoring: College Counselor/Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase student persistence








Performance Objective 1: 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))

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Include persistence events with timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Family engagement nights provide an opportunity for families, teachers, and students to connect and build positive relationships. When families are actively involved and feel connected to the school community, students are more likely to persist in their academic pursuits. Strong relationships foster a sense of belonging and support, which motivates students to stay committed to their education.</p> <p>Funding Sources: - Title I, Part A (4120) - \$12,426.57</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase student persistence

Performance Objective 2: 100% of school will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))








Strategy 1 Details	Reviews			
Strategy 1: Use the Morning Meeting block to teach the Anti-Bullying and Safer, Smarter School curriculum. Strategy's Expected Result/Impact: Ensure the completion of the curriculum. Staff Responsible for Monitoring: Principal/API	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Converse CP will achieve a 97% annual attendance rate for the 23-24 school year

High Priority






Evaluation Data Sources: Daily ADA Tracker, Weekly Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly track attendance data to identify trends and patterns. Analyze the data to pinpoint specific areas or grade levels where attendance rates may be lower, and tailor interventions accordingly. Use data to measure progress, identify areas for improvement, and adjust strategies as needed. Develop a system that recognizes and rewards students with excellent attendance. Consider implementing incentives such as certificates, awards, recognition events, or small prizes to encourage regular attendance.</p> <p>Strategy's Expected Result/Impact: Increase ADA on all grade levels.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students meet their MVPA minutes goal by incorporating methods for students to participate in moderate to vigorous physical activity by the end of the 2023-2024 school year.









Evaluation Data Sources: MVPA data trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly Goal setting with individual scholars so that scholars can track their individual progress. Strategy's Expected Result/Impact: Increase scholar participation to reach MVPA minutes Staff Responsible for Monitoring: PE Teacher , Principal API</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Increase staff retention

Performance Objective 1: 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.






High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: Increase staff retention through providing support to teachers .</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit and hire high quality candidates per role by using high quality resume criteria. Strategy's Expected Result/Impact: Create a positive work environment and improve student outcomes Staff Responsible for Monitoring: Principal API</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
Strategy 1: Provide consistent opportunities for new student registration and onboarding. Strategy's Expected Result/Impact: 100% completion Staff Responsible for Monitoring: Principal and APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$12,426.57
Sub-Total					\$12,426.57
Budgeted Fund Source Amount					\$1,246.57
+/- Difference					-\$11,180.00
Grand Total Budgeted					\$1,246.57
Grand Total Spent					\$12,426.57
+/- Difference					-\$11,180.00