IDEA Public Schools

Edgecliff College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 28, 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 Edgecliff serves 6*th*, 7*th*, 8*th*, and 9*th* grade students who are 90.19% economically disadvantaged. We reside in District 8*th* in Fort Worth, TX. In our district community, less than 10% of schools of schools are given an accountability rating of an A or B. We are a public charter school, who believes in students going to and through college. We currently are full scale middle school in hopes of driving multiple AP courses and an Early College program as we expand and grow through 12*th* grade.

Demographics Strengths

- A rated campus after our first official rating from TEA.
- Edgecliff is providing a quality education for economically disadvantaged students in our area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There was an increase in student level II/Level III student code of conduct violations from last year to this year   **Root Cause:** Culture and expectations must be consistent from classroom to classroom to ensure students are following the rules. We lacked providing knowledge, motivation, and sufficient deterrence to scholars around school safety.

Problem Statement 2 (Prioritized): we did not meet our ADA goal of 97%.   **Root Cause:** Delayed implementation of a strong incentive program with low data visibility to leverage student, staff, and parent support.

Student Learning

Student Learning Summary

This school year our school was rated a 90A. We had huge success in relative performance achieving a 92A in Domain 2. 86|B in Domain 1 and 85 in Closing the gaps. When comparing our data to other schools in our community that are similar to our make, we are 1 of 2 of the top performing middle schools in the district. We shined bright in our ELA content, as 7th grade achieved 50% masters and 92% of all scholars reached their growth goals in reading. Math is an area of growth that held up back from receiving our progress and closing the gap distinction. But with such high numbers in meets and masters across the board we were awarded the post secondary distinction. Edgecliff College Prep averaged 55% meets and 32% mastered, with a 55 achievement score.

Student Learning Strengths

- Our ELL scholars out perform the overall achievement for every content except for 8th grade ELA
- 8th grade scholars are out performing all grade levels
- CSI consistently meeting their yearly goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Historically writing was not an area of focus, therefore writing impacted all STAAR content areas.   **Root Cause:** No clear vision on the implementation and execution of strong writing instruction.

Problem Statement 2 (Prioritized): Scholars consistently having academic struggles due to a lack of accommodations.   **Root Cause:** Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through intential internal and external professional development that equips leaders in driving outcomes. Many practices are adapted from RELAY graduate fellowship programs, where 100% of all instructional staff have attended. First year instructional leaders are required to attend district development and receive close support from regional content coaching. On campus, the principal drives individual coaching through side by side, real time, and modeling. The principal usings the district's School Leadership Levers as a rubric to assess competency.

Teachers development is centered around what we call the coaching cycle. Instructional leaders have mechanisms in place to practice, observe, celebrate, and grow teachers. In addition there is a campus professional development scope and sequence to introduction best practices and to close gaps in problems of practice. Instructional leaders use the district's Guide to Excellent Teaching rubric to development and evaluate performance.

Although we had strong Professional Development at the beginning of the school year and throughout the year, there were gaps in culture campus-wide. According to our Dean's List report.

56 – bullying

9 - sexual harassment

64 – fighting

665 - repeated level 1s

6 - drugs (taking, possessing, distributing)

School Processes & Programs Strengths

-Solid Summer PD plan for teachers and leaders.

- Teach Boost data shows teachers are not novice

- Culture Camp had 90% of students participating before school start for new scholars.

- 99% of leaders attended outside conferences that help strengthen school process and programs.

-Special programs (CSI) goal 50% meeting their goal and we hit at 51%

-Strong first day of school culture for students to follow

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are a high number (665) of incident referrals aligned to level 1 offenses. **Root Cause:** Our behavior management system and PBIS are not preventing level 1 offenses therefore professional development is needed around classroom management.

Problem Statement 2 (Prioritized): Critical Student Intervention and Response to Intervention were not prioritized to the level needed to impact student outcomes **Root Cause:**

Lack of collaboration across grade level cohorts resulted in incomplete analysis and processes of students' needs

Perceptions

Perceptions Summary

Conflict on campus is reduced through peer mediation, public speakers to address social emotional needs, mentoring programs, parent conferences, individualized restorative conversations and practices (inside and outside the classroom), and consistent communication and partnership with families.

Parent/Guardian/Community participation rates are measured through survey reports, family engagement attendance trackers, and documented parent communication. Transportation, work schedules, lack or over communication, and language/cultural barriers may prevent participation.

Perceptions Strengths

- Each year IDEA does talent review
  - 52% of teachers are A players
  - 48% are B players
- Each year, IDEA does student and parent surveys.
  - IDEA students rate IDEA as 93% "My teachers have talked to me about school safety"
  - IDEA parents rate IDEA 100% "My school holds my child to high academic standards"
  - IDEA parents rate IDEA 86% "My child's school is preparing my child for college"
  - IDEA parents rate IDEA 86% "I feel welcome at my child's school"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of extracurricular activities and electives reduced interest in 8th re-registration   **Root Cause:** We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Problem Statement 2 (Prioritized): Many staff members felt they did not have work life balance   **Root Cause:** The promotion to staff around measures being taken to improve work life balance was not widespread

Priority Problem Statements

Problem Statement 1: There was an increase in student level II/Level III student code of conduct violations from last year to this year

Root Cause 1: Culture and expectations must be consistent from classroom to classroom to ensure students are following the rules. We lacked providing knowledge, motivation, and sufficient deterrence to scholars around school safety.

Problem Statement 1 Areas: Demographics

Problem Statement 2: we did not meet our ADA goal of 97%.

Root Cause 2: Delayed implementation of a strong incentive program with low data visibility to leverage student, staff, and parent support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Historically writing was not an area of focus, therefore writing impacted all STAAR content areas.

Root Cause 3: No clear vision on the implementation and execution of strong writing instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Scholars consistently having academic struggles due to a lack of accommodations.

Root Cause 4: Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There are a high number (665) of incident referrals aligned to level 1 offenses.

Root Cause 5: Our behavior management system and PBIS are not preventing level 1 offenses therefore professional development is needed around classroom management.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Critical Student Intervention and Response to Intervention were not prioritized to the level needed to impact student outcomes

Root Cause 6: Lack of collaboration across grade level cohorts resulted in incomplete analysis and processes of students' needs

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of extracurricular activities and electives reduced interest in 8th re-registration

Root Cause 7: We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Many staff members felt they did not have work life balance

Root Cause 8: The promotion to staff around measures being taken to improve work life balance was not widespread

Problem Statement 8 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 70% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock Telpas assessments

Strategy 1 Details	Reviews			
Strategy 1: ELL Point Person will ensure students paperwork is 100% incompliance and ensure teachers have the most up to date records quarterly	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are provided with accommodations and supports with learning in class and on assessments **Staff Responsible for Monitoring:** Testing Coordinator **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 2: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool tracker, locus dashboard

Strategy 1 Details	Reviews			
Strategy 1: 6/7 graders will be serviced for Math, ELA, and Science during individualized learning spaces of Accelerated Reader, Hotspot Learning (Imagine Learning), and Writing/Intervention beginning the 2nd week of school.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of 6/7 graders finish HB4545 minutes and remediation by End of Semester 1. **Staff Responsible for Monitoring:** Testing Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: 8/9 graders will be serviced during afterschool tutorial sessions and during electives as schedule permits starting the 2nd week of school.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will complete all Reading and Math minutes by end of semester 1 and ELA and Humanities by end of semester 2. **Staff Responsible for Monitoring:** Testing Coordinator **Title I:** 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 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))

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard. Regional and District assessments, semester exam, mock exam

Strategy 1 Details	Reviews			
Strategy 1: After each weekly, and unit assessment managers will facilitate a data meeting/SWAM to analyze student data. Data will be reported in data dashboard.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: we use data driven instruction to guide our instructional needs to be able to close gaps in student learning quickly. **Staff Responsible for Monitoring:** APIs and Content Leaders **Title I:** 2.4				

Strategy 2 Details	Reviews			
Strategy 2: Include SPED and Content Leaders on all instructional operating mechanisms (lesson rehearsals, content PLCs, SWAMs, side by side planning ETC)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students support and identify scholars needing additional support (RTI) **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Offer a writing and intervention course for 100% of 6/7 scholars starting instruction the second week of school	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student meets and mastery	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 6/7 API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Historically writing was not an area of focus, therefore writing impacted all STAAR content areas.   **Root Cause**: No clear vision on the implementation and execution of strong writing instruction.
Problem Statement 2: Scholars consistently having academic struggles due to a lack of accommodations.   **Root Cause**: Scholars have been identified as needing accommodations, however there is no clear RTI process to get scholars the assistance they need. Teachers have little to no time to meet all at once to discuss data points for scholars and if needs are consistent across contents.

Goal 2: Increase student persistence

Performance Objective 1: CP: Campus retains 85% of 8th grade students transitioning to 9th grade.

   High Priority

   Evaluation Data Sources: Locus dashboard

Strategy 1 Details					Reviews			
Strategy 1: Implement a strong extracurricular activity system starting by September 16th.					**Formative**			**Summative**
Strategy's Expected Result/Impact: 8th grade scholars will persist to high school.					**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor and College Counselor **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1								
0% No Progress	100% Accomplished		Continue/Modify		✕ Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of extracurricular activities and electives reduced interest in 8th re-registration   **Root Cause**: We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

Goal 2: Increase student persistence

Performance Objective 2: 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))

**High Priority**

Evaluation Data Sources: participation logs

Strategy 1 Details		Reviews		
Strategy 1: Create a year long calendar and plan all events 3-6 weeks ahead.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase student and parent engagement. **Staff Responsible for Monitoring:** School counselor/College Counselor/ School social worker **Title I:** 4.1		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Edgecliff CP will increase the attendance of students and families at school wide events in order to promote a stronger partnership between families and the school. To increase attendance, we will offer more engaging activities which also includes academic games and relevant trainings for families.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will increase family participation by 10% from last school year. **Staff Responsible for Monitoring:** Principal, APIs, Social Worker, and School Counselor. Teachers and staff will support. **Funding Sources:** Pens, pencils, papers, posters, translation devices, etc. - Title I, Part A (4120) - $1,637.36					

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

Goal 3: Increase student daily attendance

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

    High Priority

    Evaluation Data Sources: Locus Dashboard

Strategy 1 Details				Reviews			
Strategy 1: Create and roll out ADA incentive program starting after the 11th day of school.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are motivated to come to school.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO							
Strategy 2 Details				Reviews			
Strategy 2: Begin planning for college field lessons beginning at the end of July. Trip 50% funded 3 months before departure and 100% 1 month before departure.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of students participate in field lesson				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade Level Leaders, APIs, School Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college							
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

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.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority

Evaluation Data Sources: Cornerstone completion tracker

Strategy 1 Details			Reviews			
Strategy 1: Train staff members on each level on staff development process 1 month prior to each round's completion date			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of tasks are complete 1 week prior to deadline			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Performance Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Many staff members felt they did not have work life balance   **Root Cause**: The promotion to staff around measures being taken to improve work life balance was not widespread

Goal 4: Increase staff retention

Performance Objective 2: CP: IDEA Edgecliff 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

> **High Priority**
>
> **Evaluation Data Sources:** Retention Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Bi weekly business partnership meetings with Human Assets and Staffing.		**Formative**			**Summative**
Strategy's Expected Result/Impact: we retain teachers and/or fill positions within 30 days of vacancy. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Many staff members felt they did not have work life balance   **Root Cause**: The promotion to staff around measures being taken to improve work life balance was not widespread

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

Performance Objective 1: IDEA Edgecliff Colleg Prep will be enrolled at a target of 480 by the 11th day of school.

High Priority

Evaluation Data Sources: Locus dashboard and powerschool

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

Performance Objective 2: IDEA Edgecliff College Prep will not drop below enrollment budget target of 448 throughout the SY 23-24.

    High Priority

    Evaluation Data Sources: Locus Dashboard

School Processes and Programs

Committee Role	Name	Position
Classroom Teacher	Eboni Steward	Teacher
Classroom Teacher	Tamara Anderson	teacher
Classroom Teacher	Megan Sotelo Kemmis	7th Grade Inclusion Teacher/ Co Teacher
Classroom Teacher	Desirea McGinnis	Teacher
Classroom Teacher	Shannon Johnson-Lackey	Teacher
Administrator	Breyona Morrison	

Demographics

Committee Role	Name	Position
Classroom Teacher	Courtney Williams	
Classroom Teacher	Patricia Aguirre	
Classroom Teacher	Douglas McWhorter	
Classroom Teacher	Cherod Simpson	
Classroom Teacher	Priscilla Pena	
Administrator	Nancy Jasso Juarez	

Student Learning

Committee Role	Name	Position
Administrator	Sasha Jones	
Classroom Teacher	Gloria Williams	Teacher
Classroom Teacher	Shlynda Askew	Teacher
Classroom Teacher	Deklon Smith	Teacher
Classroom Teacher	Alexis Foster	Teacher
Classroom Teacher	Yezenia Soto	Teacher
Classroom Teacher	Janae Young	Teacher

Perceptions

Committee Role	Name	Position
Administrator	Kenieka Francis	Principal
School Counselor	Joshlan Ahart	School Counselor
Classroom Teacher	Kortnee Alston	Teacher
Classroom Teacher	Karmarie Varona	Teacher
Classroom Teacher	Briceida Banks	Teacher
Classroom Teacher	Monica Villarreal	teacher
Classroom Teacher	Joshua Poole	Teacher

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Pens, pencils, papers, posters, translation devices, etc.		$1,637.36
				Sub-Total	$1,637.36
				Budgeted Fund Source Amount	$1,637.36
				+/- Difference	$0.00
				Grand Total Budgeted	$1,637.36
				Grand Total Spent	$1,637.36
				+/- Difference	$0.00