

IDEA Public Schools
Ewing Halsell Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 24, 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 Ewing Halsell Academy has a full enrollment roster of 693 students. The school's demographics include approximately 80.64% of the population is economically disadvantaged, 91.74% Hispanic, 7.37% students with disabilities, and 15% English Language Learners. We are currently above the 90% goal of student persistence.

Demographics Strengths

- 100% Lead team (Administrator) retention
- Above 90% overall student persistence

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New student persistence is below our campus goal of 90% and is currently at 82.5%. **Root Cause:** New to IDEA scholars and families lack a sense of belonging.

Problem Statement 2 (Prioritized): Staff retention is below our campus goal of 85% and is currently at 76%. **Root Cause:** Teachers lack training and accountability for managing Tier 1 behaviors.

Student Learning

Student Learning Summary

IDEA Ewing Halsell Academy is a Title 1 school that offers academic programs tailored to scholar individual needs in grades Kindergarten through 5th. As one of the premier public charter school networks in Texas, IDEA focuses on growing and empowering well rounded individuals to succeed at the highest levels of (education). Strong foundations in literacy and other core contents are vital in this pursuit. Currently over 80% of second graders are reading on or above grade level. K-5 science data is over 80% mastery.

Student Learning Strengths

- K-5 science data is over 80% mastery
- 85% of second graders are reading on or above grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th and 5th grade student achievement decreased in percentage mastery from Semester Exams (December) to Mock Exams (March) by 13%.

Root Cause: Teachers did not identify student learning gaps and misconceptions with urgency during daily instruction.

Problem Statement 2 (Prioritized): 1st grade reading is off track at 69% for meeting their end of year goal of being 80% on or above grade level. **Root Cause:** High frequency of teacher absences and vacancies led to a lack of academic consistency in K-2.

School Processes & Programs

School Processes & Programs Summary

IDEA Ewing Halsell Academy develops instructional leaders by providing weekly professional development focused on each content. We plan for professional development based on weekly data or gaps that are responsive to needs and include teacher feedback in order to close achievement gaps. Teachers receive regular feedback through the use of the Guidepost to Excellent Teaching (GET) rubric. Leaders use Teachboost to provide feedback based on the rubric regularly throughout the year. Our teachers are rated on the following Guideposts: Culture, Content, Ownership, Data, and Beyond the Lesson.

School Processes & Programs Strengths

Using the GET Rubric:

- 88.2% of teachers are proficient or above in Guidepost 1: Content
- 83.3% of teachers are proficient or above in Guidepost 5: Beyond the Lesson (investing stakeholders)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers were not strongly proficiency in Guidepost 3: Ownership, resulting in students not doing the heavy lifting needed for student mastery on end of year exams. **Root Cause:** Lack of implementing strategic opportunities within lesson planning for students to engage in peer's thinking and discussion.

Problem Statement 2 (Prioritized): Student learning gaps and misconceptions were not consistently tracked during daily instruction. **Root Cause:** Lack of accountability or alignment in data tracking expectations during daily instruction.

Perceptions

Perceptions Summary

IDEA Ewing Halsell Academy has a full enrollment roster of 693 students. We are currently above the 90% goal of student persistence and have had families enrolled with us since our founding year. Our average daily attendance on this campus is above 94%. Our staff retention goal is 85% or higher. We are currently not meeting the staff retention goal.

Perceptions Strengths

- 100% Lead team (Administrator) retention
- Above 90% overall student persistence

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention is below our campus goal of 85% and is currently at 76%. **Root Cause:** Lack of community and unity among staff.

Problem Statement 2 (Prioritized): New student persistence is below our campus goal of 90% and is currently at 82.5%. **Root Cause:** Lack of intentional and consistent communication from teachers to families to build strong relationships.

Priority Problem Statements

Problem Statement 1: New student persistence is below our campus goal of 90% and is currently at 82.5%.

Root Cause 1: New to IDEA scholars and families lack a sense of belonging.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff retention is below our campus goal of 85% and is currently at 76%.

Root Cause 2: Teachers lack training and accountability for managing Tier 1 behaviors.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 4th and 5th grade student achievement decreased in percentage mastery from Semester Exams (December) to Mock Exams (March) by 13%.

Root Cause 3: Teachers did not identify student learning gaps and misconceptions with urgency during daily instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 1st grade reading is off track at 69% for meeting their end of year goal of being 80% on or above grade level.

Root Cause 4: High frequency of teacher absences and vacancies led to a lack of academic consistency in K-2.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student learning gaps and misconceptions were not consistently tracked during daily instruction.

Root Cause 5: Lack of accountability or alignment in data tracking expectations during daily instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers were not strongly proficient in Guidepost 3: Ownership, resulting in students not doing the heavy lifting needed for student mastery on end of year exams.

Root Cause 6: Lack of implementing strategic opportunities within lesson planning for students to engage in peer's thinking and discussion.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: New student persistence is below our campus goal of 90% and is currently at 82.5%.

Root Cause 7: Lack of intentional and consistent communication from teachers to families to build strong relationships.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Staff retention is below our campus goal of 85% and is currently at 76%.

Root Cause 8: Lack of community and unity among staff.

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

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 58% to 60% in Spring 2024 (HB3)

High Priority

HB3 Goal







Evaluation Data Sources: Benchmark unit assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional support through PD, rehearsals, and Exit Ticket huddles to all staff members to increase proficiency in Guidepost 1A and 1B: Content Strategy's Expected Result/Impact: 90% of teachers are proficient in Guidepost 1A and 1B: Content Staff Responsible for Monitoring: Linda Summey, Academy Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 38% to 40% in Spring 2024. (HB3)

Evaluation Data Sources: Benchmark unit assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional support through PD, rehearsals, and Exit Ticket huddles to all staff members to increase proficiency in Guidepost 1A and 1B: Content Strategy's Expected Result/Impact: 90% of teachers are proficient in Guidepost 1A and 1B: Content Staff Responsible for Monitoring: Linda Summey, Academy Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: IDEA achieves an A Rating

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







Evaluation Data Sources: Tracked through Powerschool

Strategy 1 Details	Reviews			
Strategy 1: Pull HB4545 scholars at the beginning of the year for supplemental small group instruction and track weekly progress Strategy's Expected Result/Impact: 100% HB4545 completion before STAAR exams Staff Responsible for Monitoring: Linda Summey, Academy Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A	<div><div></div><div>25%</div></div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: IDEA achieves an A Rating







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

Evaluation Data Sources: Benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: Hold quarterly PTG data conversations to ensure we remain on track with our AA goal of 40 or above. Strategy's Expected Result/Impact: Special Pops scholars will receive an AA of 40 or above on all district provided exams in 3rd-5th STAAR contents. Staff Responsible for Monitoring: Linda Summey, Academy Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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))







Strategy 1 Details		Reviews			
Strategy 1: Conduct monthly Crisis Team Meetings with both Academy and College Prep staff. Strategy's Expected Result/Impact: Increase the safety scorecard on campus. Staff Responsible for Monitoring: Jenna Patterson, Assistant Principal of Operations		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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))

High Priority

Evaluation Data Sources: Input engagement events on Stream

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: Increase persistence in academy and increase family engagement attendance Staff Responsible for Monitoring: Aimee Garcia, School Counselor Funding Sources: - Title I, Part A (4120) - \$2,775.11	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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))

Evaluation Data Sources: MTW tracker in K-5 homeroom classes







Strategy 1 Details	Reviews			
Strategy 1: Implement Move This World (SEL curriculum) with 90% fidelity each week.	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>30%</div>	<div><div></div>55%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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 minutes by EOY. (TEC 11.253(d)(10))

High Priority

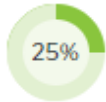





Evaluation Data Sources: Fitness trackers on watches

Strategy 1 Details	Reviews			
Strategy 1: Offer quarterly sports clinics for scholars in 2nd-5th Strategy's Expected Result/Impact: Increase fitness minute opportunities and health awareness. Staff Responsible for Monitoring: Joseph Sanchez, Academy Coach	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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.

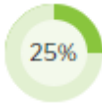





High Priority

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive internally created quarterly staff surveys to do a pulse check on work-life balance and appreciation Strategy's Expected Result/Impact: Survey results will drive our actions and priorities for the following quarter Staff Responsible for Monitoring: Linda Summey, Academy Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Quarterly AC/CP instructional rounds to support academic vertical alignment Strategy's Expected Result/Impact: Increase vertical alignment in core contents Staff Responsible for Monitoring: Linda Summey, Academy Principal		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$2,775.11
Sub-Total					\$2,775.11
Budgeted Fund Source Amount					\$2,775.11
+/- Difference					\$0.00
Grand Total Budgeted					\$2,775.11
Grand Total Spent					\$2,775.11
+/- Difference					\$0.00