IDEA Public Schools

Hardy Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 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

We are located at 1930 Little York in Houston, Texas on the northside of the city. Our current student enrollment is 697 students which is comprised of various demographics. Our student body consists of the following:

384 male students

313 female students

556 Hispanic students

127 Black students

13 White students

Currently, we have 41 faculty and staff members for the 23-24 school year with 4 teachers being first year educators.

Our staff retention was below the district's goal of 85% with 64% of our staff returning for the 23-24 school year.

Last year 13 students received out of school suspensions.

Our end of year average daily attendance (ADA) was 92.1%.

Demographics Strengths

Our staff can identify with our students as many of the staffthe situations and challenges of our students,

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%. **Root Cause:** We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

Problem Statement 2 (Prioritized): Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language. **Root Cause:** Teachers did not receive support or training to meet the needs of EB students.

Priority Problem Statements

Problem Statement 1: Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%.

Root Cause 1: We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizzes, semester exams) in reading and math.

Root Cause 2: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our special education students are not performing at 60% approaches or higher on (i.e. unit exams, quizzes, semester exams) in reading and math.

Root Cause 3: The special education teachers are not consistently providing in class support and minutes required per students Individualized Education Plan (IEP).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language.

Root Cause 4: Teachers did not receive support or training to meet the needs of EB students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Less than 85% of teachers and leaders are returning each year resulting in inconsistencies to educational program to build and maintain a high performing school.

Root Cause 5: Lack of transparency during interview stage, in addition to ineffective on-boarding of staff expectations surrounding the goals and mission of IDEA Public Schools'.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The social emotional needs of students are not being met adequately.

Root Cause 6: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 13 students were issued out of school suspension resulting in a loss of instruction totaling 54 days.

Root Cause 7: The campus did not have a tiered system to effectively manage student discipline.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The campus only had 3 family engagement events for the year.

Root Cause 8: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other 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: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 24% to 26% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Assessments, Unit Assessments, Benchmark Assessments, and STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly planning meetings with teachers to ensure planning to mastery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student outcomes on all formative assessments, teacher observation ratings in TeachBoost	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Princpal and API **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A	20%		

Strategy 2 Details	Reviews			
Strategy 2: Conduct 4 "STAAR Saturdays" for families to attend interventions with their child and to receive practical practice work to reinfore previously taught skills at home.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To reinforce basic skills that require little to no support at home. I.E. multiplication charts/flash cards or grammar rules/spelling rules **Staff Responsible for Monitoring:** Content Leads for ELA and Math **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Title I, Part A (4120) - $1,000	N/A	N/A		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math. **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.
School Processes & Programs
Problem Statement 2: The campus only had 3 family engagement events for the year. **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

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 20% to 22% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Assessments, Unit Assessments, Benchmark Assessments, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going interventions for all EB students in 2nd-5th grade after school and Saturdays using online software Ellevate. Conduct family night to provide familes resouces to practice at home.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase student practice in Engligh	N/A	N/A		
Staff Responsible for Monitoring: API and Principal				
Title I: 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** Personnel to Montior Students - Title I, Part A (4120) - $1,507.22				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our Emergent Bilingual (EB) students did not receive the accommodations and designated supports to grow in the English language.   **Root Cause**: Teachers did not receive support or training to meet the needs of EB students.
Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math.   **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Student Learning
Problem Statement 2: Our special education students are not performing at 60% approaches or higher on (i.e. unit exams, quizzes, semester exams) in reading and math. **Root Cause**: The special education teachers are not consistently providing in class support and minutes required per students Individualized Education Plan (IEP).

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))

    Evaluation Data Sources: Campus score care and district pulse check

Strategy 1 Details		Reviews			
Strategy 1: Defining problems that exist in safety plan and current safety scorecard to ensure there is a strategy for prevention. while continuing to monitor and adapt.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus will proactively monitor safety protocols ensuring there is appropriate adaption to unexpected and foreseeable challenges. **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2		15%	35%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: The social emotional needs of students are not being met adequately. **Root Cause**: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Goal 2: Increase student persistence

Performance Objective 2: 100% of students with parent consent 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: Completed student surveys completed

Strategy 1 Details	Reviews			
Strategy 1: During Culture Camp teachers will present bulling presentation to students enrolled the first week of school with ongoing culture presented by conselor during bi-weekly huddles.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will engage in what bullying is and how to combat bullying on campus. **Staff Responsible for Monitoring:** Principal and APIs **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 2	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 13 students were issued out of school suspension resulting in a loss of instruction totaling 54 days.   **Root Cause**: The campus did not have a tiered system to effectively manage student discipline.

Perceptions
Problem Statement 2: The social emotional needs of students are not being met adequately.   **Root Cause**: Leaders have not leveraged the counselor or provided effective professional develop to build staff capacity to address the social emotional needs of students.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Hardy Academy will achieve 95% annual attendance rate for the 23-24 school year

    Evaluation Data Sources: Daily student attendance

Strategy 1 Details	Reviews			
Strategy 1: Monitoring student attendance in real time and connect with families to problem solve with parents regarding student attendance issues.	**Formative**			**Summative**
	Oct	Jan	Mar	June
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2	20%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Conduct Perfect Attendance Celebration for all students and their parents (2) with Perfect Attendance after each quarter	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: To maintain the percent of students with perfect attendance
  Staff Responsible for Monitoring: Counselor and APO
 	
  Title I:
4.2
Problem Statements: Demographics 1 - School Processes & Programs 2
Funding Sources: - Title I, Part A (4120) - $1,000
	20%	50%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our students are not attending school conistently. We ended the school year with 92% ADA which is lower than the district goal 0f 97%. **Root Cause**: We have not communicated consistently with parents the progress of their student and how much instruction has been loss as a direct result of attendance nor held parents accountable for chronic student absenteeism.

School Processes & Programs
Problem Statement 2: The campus only had 3 family engagement events for the year.   **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

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

Evaluation Data Sources: Teacher observations and ratings in TEACHBOOST

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**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		20%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Manager conducts weekly and monthly celebrations to staff based on data and staff attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: That staff feels valued and appreciated		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** Perceptions 1		30%	30%	N/A	

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizes, semester exams) in reading and math.   **Root Cause**: First instruction is often lacking in rigor due to teachers not planning effectively to ensure students are meeting the learning targets for core content subjects.

Perceptions
Problem Statement 1: Less than 85% of teachers and leaders are returning each year resulting in inconsistencies to educational program to build and maintain a high performing school. **Root Cause**: Lack of transparency during interview stage, in addition to ineffective on-boarding of staff expectations surrounding the goals and mission of IDEA Public Schools'.

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

Performance Objective 1: To ensure that all of enrollment driving goals (targets) are met by grade level

    Evaluation Data Sources: STREAM

Strategy 1 Details		Reviews			
Strategy 1: Conduct a minimum of 2 recruitment events during the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: That all of our classes are fully enrolled the FDOS through the 11th day.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Enrollment Coordinator and APO **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2		5%	20%		
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus only had 3 family engagement events for the year.   **Root Cause**: Leaders did not prioritize family engagement events to connect and cultivate the family and school partnership.

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$1,000.00
1	2	1	Personnel to Montior Students		$1,507.22
3	1	2			$1,000.00
				Sub-Total	$3,507.22
				Budgeted Fund Source Amount	$3,507.22
				+/- Difference	$0.00
				Grand Total Budgeted	$3,507.22
				Grand Total Spent	$3,507.22
				+/- Difference	$0.00