

**IDEA Public Schools  
Hardy College Prep  
2023-2024 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

Revised/Approved: September 6, 2023

## Demographics

### Demographics Summary

IDEA Hardy College Prep serves a scholar population of approximately 500 scholars. The campus reflects a diverse community, with a balanced distribution of male (50%) and female (50%) students. The student body at Hardy College Prep includes a range of ethnic and racial backgrounds, including African American (15%), Hispanic/Latino (84%), and White (1%). The campus also caters to students from different socioeconomic backgrounds, with 80% of the scholars considered as economically disadvantaged. The most recent scholar retention at IDEA Hardy College Prep is 84%.

Addressing the needs of Emergent Bilingual scholars is a priority at Hardy College Prep. A significant portion of the scholar population consists of non-native English speakers who require additional language support to excel academically (51%).

IDEA Hardy College Prep is committed to meeting the needs of scholars with diverse learning requirements (10%). It offers special education services, including Individualized Education Programs (IEPs) and specialized instructional support, to scholars with disabilities through the RISE program. The goal is to ensure that every scholar receives the necessary accommodations and resources to succeed in their academic journey.

The 25 staff members of Hardy College Prep consist of 100% degreed teachers with 20% of them being Hispanic/Latino and the remaining African American. 100% of the teachers at the campus have between 1-5 years of experience. The most recent staff retention at IDEA Hardy College is 71%.

Hardy College Prep recognizes the importance of community involvement and actively engages with parents, guardians, and community organizations. It values the partnership between the school and the local community, encouraging parental participation in school activities and maintaining open lines of communication. This collaborative approach contributes to a supportive and enriching learning environment. In addition, the campus offers extracurricular programs to support the needs and interests of the whole child. Programs include sports, after-school clubs, and enrichment opportunities.

Diversity and inclusion initiatives are integral to IDEA Hardy College Prep. The campus promotes cultural celebrations, equity training for staff, and the creation of a safe and inclusive learning environment for all scholars. It strives to ensure that every scholar feels valued, respected, and supported in their educational journey. Hardy College Prep also prioritizes anti-bullying programs, social-emotional learning, and mental health resources. By focusing on these areas, the school aims to foster a nurturing and encouraging atmosphere where scholars can thrive academically, socially, and emotionally.

### Demographics Strengths

IDEA Hardy College Prep's demographic strength includes serving over 80% economically disadvantaged scholars and providing them with a rigorous curriculum to close the opportunity gap and ensure ALL scholars have the opportunity for college and beyond.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

**Problem Statement 2 (Prioritized):** There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

# Student Learning

## Student Learning Summary

	Likelihood of Passing			Most Recent Performance Level				
	LDP	ZOU	LP	Likely Passed	Approaches	Meets	Masters	90/60/30
6th Grade Reading	9	45	60	53%	42	12	3	37/11/3
6th Grade Math	5	56	53	46%	78	32	9	68/28/8
7th Grade Reading	6	27	79	71%	69	15	3	62/13/3
7th Grade Math	14	52	45	41%	67	26	9	60/23/8
8th Grade Reading	5	29	85	71%	63	8	4	53/7/3
8th Grade Algebra	8	70	41	34%	79	16	10	66/13/8
8th Grade SS	39	58	22	18%	31	5	2	26/4/2
8th Grade Biology	3	30	85	72%	112	68	20	95/58/17
				51%				58/20/7

*\*The Student Learning Summary above includes data based on the Likely to Pass standards provided by TEA and based on the previous year's performance bands. this section will be updated upon released information from TEA regarding performance bands in August 2023.*

## Student Learning Strengths

The IDEA Hardy College Prep 8th-grade scholars engage in rigorous high school-level instruction. On the 2023 EOC, 85% of 8th-grade scholars scored approaches or higher for Algebra I or Biology, which ensures they are one step closer to being college ready.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause:** 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

**Problem Statement 2 (Prioritized):** There is a decline in mathematics performance across all grade levels. **Root Cause:** 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

**Problem Statement 3 (Prioritized):** There is a decline in student attendance (93%; 4% below annual goal). **Root Cause:** 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework before graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy, and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- The IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment with the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff to develop teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

### Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provides targeted research-based instruction to students who have a 2.0-year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA-awarded Autism Grant. Through this grant, we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

### SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, the district is committed to getting back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school holds my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow-through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

## School Processes & Programs Strengths

*\*Strengths included in the School Processes & Programs Summary*

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Only 50% of staff members feel that there is collaboration to get things done. **Root Cause:** 1) Lack of opportunities for teachers to collaborate on learning and best practices.

**Problem Statement 2 (Prioritized):** 55% of staff members feel that there is a lack of vision. **Root Cause:** 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.



# Perceptions

## Perceptions Summary

Student Survey Results:

- Safety - 4.4/5
- School Safety - 3.3/5
- School Belonging - 2.9/5
- School Climate - 2.9/5
- Teacher-Student Relationship - 2/9/5
- 88% of teachers rated at a 3.0 or higher by students

Family Survey Results:

- School Safety & Security - 4.0/5
- Safety - 3.7/5
- Expectation Awareness - 3.4/5
- Healthy Kids Initiative - 3.4/5
- Mental Health/SEL - 3.2/5

## Perceptions Strengths

80% of parents have an understanding and level of comfort with IDEA Hardy CP's safety routines and procedures.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause:** 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

**Problem Statement 2 (Prioritized):** Parents feel a lack of communication between teachers and the campus. **Root Cause:** 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

# Priority Problem Statements

**Problem Statement 1:** There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal).

**Root Cause 1:** 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal).

**Root Cause 2:** 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a lack of college-ready performance (meets/masters) in core classes.

**Root Cause 3:** 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a decline in mathematics performance across all grade levels.

**Root Cause 4:** 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 55% of staff members feel that there is a lack of vision.

**Root Cause 5:** 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Only 50% of staff members feel that there is collaboration to get things done.

**Root Cause 6:** 1) Lack of opportunities for teachers to collaborate on learning and best practices.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Parents feel a lack of communication between teachers and the campus.

**Root Cause 7:** 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Students feel a lack of belonging at IDEA Hardy College Prep.

**Root Cause 8:** 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** There is a decline in student attendance (93%; 4% below annual goal).

**Root Cause 9:** 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

**Problem Statement 9 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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 diagnostic reading assessment data
- 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
- Male / Female performance, progress, 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
- Dyslexia data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices




# Goals





**Goal 1:** IDEA achieves an A Rating

**Performance Objective 1:** CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

**High Priority**

**Evaluation Data Sources:** TELPAS Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly planning meetings with core content teachers to ensure key TELPAS skills are embedded in each lesson (listening, speaking, writing, reading).</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will ensure that students receive consistent instruction/practice in key TELPAS skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**








Student Learning
<p><b>Problem Statement 1:</b> There is a lack of college-ready performance (meets/masters) in core classes. <b>Root Cause:</b> 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.</p>
<p><b>Problem Statement 2:</b> There is a decline in mathematics performance across all grade levels. <b>Root Cause:</b> 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students feel a lack of belonging at IDEA Hardy College Prep. <b>Root Cause:</b> 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.</p>

**Goal 1:** IDEA achieves an A Rating

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

**High Priority**

**Evaluation Data Sources:** HB4545 Completion Tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for in-school intervention (CSI, Hotspot, AR)</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will increase intervention hours for students to satisfy the required HB4545 time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for extended school-day intervention (after-school tutorials)</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will increase intervention hours for students to satisfy the required HB4545 time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** There is a lack of college-ready performance (meets/masters) in core classes. **Root Cause:** 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.

**Problem Statement 2:** There is a decline in mathematics performance across all grade levels. **Root Cause:** 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.

**Problem Statement 3:** There is a decline in student attendance (93%; 4% below annual goal). **Root Cause:** 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.










**Goal 1:** IDEA achieves an A Rating

**Performance Objective 3:** CP: 80% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with professional development opportunities focusing on designated supports and accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will ensure teachers are prepared to provide students with the necessary accommodations and designated supports to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, SPED Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a lack of college-ready performance (meets/masters) in core classes. <b>Root Cause:</b> 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.</p>
<p><b>Problem Statement 2:</b> There is a decline in mathematics performance across all grade levels. <b>Root Cause:</b> 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.</p>
<p><b>Problem Statement 3:</b> There is a decline in student attendance (93%; 4% below annual goal). <b>Root Cause:</b> 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Students feel a lack of belonging at IDEA Hardy College Prep. <b>Root Cause:</b> 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.</p>






**Goal 1:** IDEA achieves an A Rating

**Performance Objective 4:** CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will ensure proper monitoring of student success toward STAAR goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly planning/data meetings with core content teachers focusing on exit ticket sorts, lesson rehearsals, and teacher exemplars.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will ensure teachers are prepared to deliver quality first instruction to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Tiered teacher support that includes classroom walkthroughs/observations with frequent action-step feedback</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will increase teacher capacity to ensure quality first instruction for students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). <b>Root Cause:</b> 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a lack of college-ready performance (meets/masters) in core classes. <b>Root Cause:</b> 1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.</p>
<p><b>Problem Statement 2:</b> There is a decline in mathematics performance across all grade levels. <b>Root Cause:</b> 1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.</p>
<p><b>Problem Statement 3:</b> There is a decline in student attendance (93%; 4% below annual goal). <b>Root Cause:</b> 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students feel a lack of belonging at IDEA Hardy College Prep. <b>Root Cause:</b> 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.</p>
<p><b>Problem Statement 2:</b> Parents feel a lack of communication between teachers and the campus. <b>Root Cause:</b> 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.</p>

**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:** Safety Audit Documentation








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Calendar out all safety requirements for the school year and complete documentation same day.  <b>Strategy's Expected Result/Impact:</b> This will ensure that we meet 100% of safety compliance expectations.  <b>Staff Responsible for Monitoring:</b> Principal, APO</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Increase student persistence

**Performance Objective 2:** 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))








**Evaluation Data Sources:** Sign-in Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Advertise all family engagement events two weeks in advance via Facebook, Remind, and hard copy flyers.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure that parents receive timely communication of all family engagement events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APO</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Increase student persistence

**Performance Objective 3:** 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:** Culture Camp Documentation



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dedicate the first week of school to cover all anti-bullying/safer, smarter school curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure that our campus is 100% for all curriculum before instruction begins.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




**Goal 3:** Increase student daily attendance





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

**High Priority**

**Evaluation Data Sources:** ADA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mandatory parent meeting/notification for every three absences (includes attendance plan)</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to increase student attendance by ensuring parents are partners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, APO, Counselor, College Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pair students with high absentee rates with a trusted mentor on campus</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to ensure that students have a trusted adult on campus that will increase their "will" to be at school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, APO, Counselor, College Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monthly attendance celebration for students who achieve perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to increase attendance by celebrating those who consistently meet the attendance expectation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, APO, Counselor, College Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Attendance Incentives - Title I, Part A (4120) - \$1,820.39</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). <b>Root Cause:</b> 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.</p>
Student Learning
<p><b>Problem Statement 3:</b> There is a decline in student attendance (93%; 4% below annual goal). <b>Root Cause:</b> 1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students feel a lack of belonging at IDEA Hardy College Prep. <b>Root Cause:</b> 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.</p>
<p><b>Problem Statement 2:</b> Parents feel a lack of communication between teachers and the campus. <b>Root Cause:</b> 1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.</p>











**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**

**Evaluation Data Sources:** Staff Development Cycle Dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to increase staff retention by ensuring all teachers are fully developed and receive consistent feedback on their development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly teacher best practice spotlight</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to increase staff retention by celebrating best practices that occur daily in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** There was a noticeable decline in scholar persistence, specifically 84% (6% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

**Problem Statement 2:** There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). **Root Cause:** 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.

### School Processes & Programs

**Problem Statement 1:** Only 50% of staff members feel that there is collaboration to get things done. **Root Cause:** 1) Lack of opportunities for teachers to collaborate on learning and best practices.

**Problem Statement 2:** 55% of staff members feel that there is a lack of vision. **Root Cause:** 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

### Perceptions






**Problem Statement 1:** Students feel a lack of belonging at IDEA Hardy College Prep. **Root Cause:** 1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

**Goal 4:** Increase staff retention

**Performance Objective 2:** CP: IDEA Hardy is 100% staffed for all teacher positions throughout the 2023-24 school year.

**High Priority**

**Evaluation Data Sources:** Staff Retention Dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit and hire high-quality candidates per role by using high-quality resume criteria</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy will increase teacher retention as high-quality teachers are more likely to meet the demands of the IDEA mission.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a cohort of core content teachers to participate in an alternative teacher certification program.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result/impact of this strategy is to increase staff retention by providing teachers with the opportunity to build their capacity and become highly qualified by the State of Texas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> There was a lack of consistent instruction due to teacher retention (71%; 14% below the annual goal). <b>Root Cause:</b> 1) Lack of clear and consistent communication around expectations for teachers. 2) Lack of teacher development.</p>

## School Processes & Programs

**Problem Statement 1:** Only 50% of staff members feel that there is collaboration to get things done. **Root Cause:** 1) Lack of opportunities for teachers to collaborate on learning and best practices.

**Problem Statement 2:** 55% of staff members feel that there is a lack of vision. **Root Cause:** 1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

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

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	LaFrederick Smith	Principal
Classroom Teacher	Ty'n Fleet	Teacher
Classroom Teacher	Larry Clark	Teacher
Classroom Teacher	Adamia Coverson	Teacher
Non-classroom Professional	Jessica Edwards-Watts	College Counselor

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Attendance Incentives		\$1,820.39
<b>Sub-Total</b>					\$1,820.39
<b>Budgeted Fund Source Amount</b>					\$1,820.39
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$1,820.39
<b>Grand Total Spent</b>					\$1,820.39
<b>+/- Difference</b>					\$0.00