

IDEA Public Schools
Harlingen College Prep
2023-2024 Improvement Plan

Public Presentation Date: August 30, 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 13, 2023

Demographics

Demographics Summary

IDEA Harlingen College Prep is a Title one school that is a A rated campus with an over enrollment number of 285 students. Families want to bring students to our campus due to school safety, A rating, joy our teachers bring. We offer quality classroom instruction with the mission of College for All.

2022-2023 Average Daily Attendance:

6th - 94.29% 7th - 93.89% 8th - 92.89% Total: 93.65%

Enrollment:

6th - 78 7th - 98 8th - 98

Ethnic Distribution:

Asian - 1 Black - 0 Hispanic - 256 White - 20 Native Hawaiian - 1

Sex:

Male - 137 Female - 141

Socioeconomic statuses:

243

504:

7

EB Students:

85

Dyslexia:

6

Foster Care:

0

Homeless:

0

Migrant:

0

Title I:

278

Teacher - Student Ratio:

25:1

Teacher Retention:

90%

Demographics Strengths

Harlingen College Prep demographics include 85.77% of student population being economically disadvantaged, 91.6% Hispanic, 18.25% disabilities and 29.56% Emergent Bilingual.

A rated campus.

School Safety

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus level incentives are great; however grade level incentives are more competitive amongst each other. **Root Cause:** Lack of implementation and follow up to ensure grade levels are owning ADA incentives.

Problem Statement 2: Parents keep students home more when they are sick. It seems easier for students to talk their parents into keeping them home claiming they are sick. This was a trend that could have been caused because of the fear of covid. **Root Cause:** Gap in campus implementation of escalated attendance measures.

Problem Statement 3: The educational gap caused by covid virtual learning appears to have caused more SPED students that might not have been SPED if they received in person instruction during covid. **Root Cause:** Campus should be able to close this gap with additional SPED staff to support students.

Problem Statement 4: Mid-year students struggle with culture for quite a while after onboarding. It is hard for students to catch up academically if they are not acclimated to the culture at the campus. **Root Cause:** Gap in mid-year onboarding plan to acclimate students to culture of our campus.

Problem Statement 5: Middle School lacks traditional fine arts subjects. **Root Cause:** Campus should replace AR and Hotspot with traditional fine arts subjects.

Student Learning

Student Learning Summary

For the 21-22 school year, we were an A rated campus, earning 4/5 distinctions. We are currently pending STAAR data for the 22 -23 data for grades 6th - 8th. Our EOC data for Algebra 1 was 84/47/24 with a SAS of 52 putting us 3 points above our district average. In addition for Biology our data was 98/74/37 with a SAS of 70 putting us 11 points above our district average.

See PDF in addendum for more information.

Student Learning Strengths

Our STAAR performance rates at masters in 6th and 7th grade were above the state in both ELA and Math. In addition, we saw the most growth in our Academic Growth Score individually in ELA and Math as well as combined overall.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students struggled with the new expectation of writing on all ELA staar exams. **Root Cause:** ELA classroom instruction did not backwards plan to incorporate more writing practice throughout the year.

Problem Statement 2: Students in all grade levels struggled implementing test taking strategies for the STAAR that was on the computer. **Root Cause:** Classroom instructional strategies did not prioritize giving students multiple opportunities to practice with a new style of testing.

Problem Statement 3: The new STAAR exam in all contents incorporated new types of questions that students had not practiced with. **Root Cause:** Our district curriculum did not include areas throughout the units to expose student to these types of questions.

Problem Statement 4: CSI students did not meet their benchmarks in 2/5 exams. **Root Cause:** Classroom instructional strategies do not prioritize our language learners.

Problem Statement 5: Our campus did not earn the ELA distinction for academic achievement. **Root Cause:** ELA curriculum lacks specific and sufficient at bats that align to STAAR questions.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: District provided math curriculum with teacher and student workbooks, District purchase curriculum (Wit and Wisdom) for 6th-8th ELA, district provides resources for science/humanities, but these resources are not as extensive (often missing days, The Hub is disorganized, and lessons are formatted in different ways).

Professional Development: this year's PD sessions were every other week (avg of 2 per month) to avoid meetings on Mondays, BOY PD was roughly the same for new and veteran teachers regardless of record of results, this year there was no PD for Onward/teacher satisfaction or personal development

Communication and Decision Making: important information is collected and put into Teacher Weekly, GTL meetings added in an attempt to increase upwards feedback and teacher voice, GTL/admin meetings held inconsistently at EOY, scheduling- same master schedule was used for this year- optional schedule meeting for next year had 2 attendants, Dean's list purchased to streamline behavior management communication/documentation

Extra-curriculums- after school clubs- earth club, chess club, study hall, drumline, cheer, dance sports- volleyball, flag football, basketball, soccer, X country

Survey results:

Bottom 5:

People at IDEA are fairly compensated for the work they do.	55.6	50	-5.6
IDEA is a mentally and emotionally healthy place to work.	47.3	50	2.7
I am compensated fairly for my role and responsibilities.	66.6	61.5	-5.1
IDEA team members collaborate to get things done.	69.7	61.5	-8.2
IDEA senior leadership has a clear vision of the direction IDEA is headed and how we will get there.	62	61.5	-0.5

Top 5:

I would recommend my manager to other IDEA employees.	80.5	96.2	15.7
My fellow employees are committed to doing quality work.	80	96.2	16.2
My leadership team cascades information about important updates or changes.	73.4	96.2	22.8
My leadership team makes their expectations clear.	74.8	96.2	21.4
My work is meaningful.	87.8	100	12.2

School Processes & Programs Strengths

1. Overall positive feelings towards campus employees (shown on survey)

2. Communication has improved over last year- Teacher Weekly has more information (according to committee member's perceptions)
3. Parent communication has improved- more details given to parents (according to committee member's perceptions)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: No opportunities for content team development and collaboration/vertical alignment. **Root Cause:** No content-teams or scope and sequence developed at BOY.

Problem Statement 2 (Prioritized): No differentiated PD for teachers (new vs. returning). **Root Cause:** No year-long scope for PD that was differentiated.

Problem Statement 3 (Prioritized): Feeling of collaboration on campus is rated low on survey. **Root Cause:** No content teams to support eachother's development and problem-solving, minimal team-building throughout the year.

Problem Statement 4 (Prioritized): Student behavior and other action items took longer to address this year because tacticals were spread out. **Root Cause:** Tacticals were every other week and any social tacticals meant that that team couldn't meet for 3-4 weeks.

Problem Statement 5: Inconsistent decision making around consequences. **Root Cause:** Consistent training and communication API to GTL not present.

Perceptions

Perceptions Summary

On our campus students meet with a counselor who helps them fill out a “Blueprint” that helps guide the students on a restorative path after an incident that causes In School or Out of School Suspension. Meta-moments, which is a tool utilized to get students thinking about their “best selves” and how their “best self” would act, are also used for student self-reflection in an effort reduce conflict. School administrators and Grade team leaders will also lead conflict resolution meetings with students in an effort to reduce conflict between two students. IDEA Harlingen CP also utilizes behavior plans and stay away agreements, contracts between two or more students where they agree to avoid all interactions with each other including homeroom changes. In the previous 2021-2022 school year two teachers did not return and this year we are at 100% of teacher retention. We do not currently have a mentoring program in place. Teachers generally have a perception that IDEA Harlingen CP has high academic expectations. IDEA Harlingen CP tends to have a high average number of staff absences.

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Great Places To Work survey. Below are key highlights of the data from the Fall 2022 Org Wide Pulse Check from Great Places to Work Survey

IDEA Harlingen CP scored a 100 “Management shows appreciation for good work and extra work.”

IDEA Harlingen CP scored a 100 “You can count on people to cooperate.”

IDEA Harlingen CP scored a 94 “This is fun place to work.”

IDEA Harlingen CP scored a 94 “People look forward to coming to work here.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1: IDEA Harlingen CP is currently not on track to meet ADA goal **Root Cause:** Based on data from our persistence tracker the highest concentration of leavers reason is "moving."

Problem Statement 2: Discipling matrix does not include consequences in terms of restorative discipline. **Root Cause:** Administration and IDEA HQ has not taken the time to consider ways to create restorative consequences.

Problem Statement 3: IDEA Harlingen CP Persistence transition from Middle School to College Prep. **Root Cause:** Administration and Faculty need to include/plan more non-academic events for the students to Bring Joy and make school a fun place for the students. (Include parents for more involvement)

Problem Statement 4: IDEA Harlingen CP persistence due to not enough elective classes to choose from. **Root Cause:** Not enough club options are available to students. Students have suggested choir, art, drama, architecture, agriculture, medicine, coding, etc..

Problem Statement 5: Parents are generally unaware of how our school model helps prepare students for college **Root Cause:** As a campus we have not emphasized how our campus model differs from that of regular campuses and how our campus model better prepares students for college.

Priority Problem Statements

Problem Statement 1: Student behavior and other action items took longer to address this year because tacticals were spread out.

Root Cause 1: Tacticals were every other week and any social tacticals meant that that team couldn't meet for 3-4 weeks.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Feeling of collaboration on campus is rated low on survey.

Root Cause 2: No content teams to support eachother's development and problem-solving, minimal team-building throughout the year.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: No differentiated PD for teachers (new vs. returning).

Root Cause 3: No year-long scope for PD that was differentiated.

Problem Statement 3 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
- State and federal planning requirements

Accountability 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 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
- 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
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data


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


Goals


Goal 1: IDEA achieves an A Rating


Performance Objective 1: 36% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: MOY and EOY TELPAS strategies Strategy's Expected Result/Impact: 42% of students grow one TELPAS indicator or maintain AH Staff Responsible for Monitoring: APIs Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 1: IDEA achieves an A Rating





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Content leaders drive HB 4545 minutes with weekly progress emails. Strategy's Expected Result/Impact: 100% meet minutes by end of Q3 Staff Responsible for Monitoring: Content Leaders</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: Group SpEd students strategically to maximize SpEd teacher time in class to meet/exceed IEP minute requirements.</p> <p>Strategy's Expected Result/Impact: Increase SpEd performance on STAAR to 50% passing.</p> <p>Staff Responsible for Monitoring: SpEd teachers and API who manages SpEd</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Locus

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: Increase student achievement in all three domains</p> <p>Staff Responsible for Monitoring: Principal, APIs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1: IHCP receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

HB3 Goal





Evaluation Data Sources: Safety Scorecard formative and summative evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Report out safety scorecard components and feedback at monthly CCT meetings. Strategy's Expected Result/Impact: Increase last year's proficient rating to advance on safety scorecard. Staff Responsible for Monitoring: APO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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: IHCP will be in compliance with 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))

Evaluation Data Sources: Parent Sign in pages for all four events





Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Increased attendance at all four mandatory meetings</p> <p>Staff Responsible for Monitoring: SSA</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase student persistence

Performance Objective 3: IHCP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Culture camp observations and SSA tracker





Strategy 1 Details	Reviews			
<p>Strategy 1: Complete majority of safer, smarter schools during culture camp at BOY to set a positive and clear tone for the year.</p> <p>Strategy's Expected Result/Impact: Meet district deadline for all presentations</p> <p>Staff Responsible for Monitoring: SSA</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student daily attendance

Performance Objective 1: IHCP will earn --% annual attendance rate for the 23-24 school year (will adjust when goals are confirmed?)

High Priority





Evaluation Data Sources: Powerschool attendance reports and PowerBI

Strategy 1 Details	Reviews			
Strategy 1: 100% implementation of district-normed escalation matrix. Strategy's Expected Result/Impact: Increase ADA to --% Staff Responsible for Monitoring: APO Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-9th grade meet their MVPA minutes goals. (TEC 11.253(d)(10))

Evaluation Data Sources: Individualized Learning trackers on PowerBI/Locus





Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly check ins with coaches include a data update. Strategy's Expected Result/Impact: 100% of students meet MVPA goal Staff Responsible for Monitoring: PE Coaches</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 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.

High Priority





Evaluation Data Sources: SDC pre-work in Cornerstone and principal observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: Increase staff retention</p> <p>Staff Responsible for Monitoring: Principal and APO</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase staff retention

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

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: 100% staffed for school year Staff Responsible for Monitoring: Principal and APO</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student enrollment

Performance Objective 1: IHCP will be fully enrolled by the end of the first two weeks of school.

High Priority

Evaluation Data Sources: Enrollment in PowerSchool

Strategy 1 Details	Reviews			
<p>Strategy 1: APO leads daily enrollment huddle with tracker and shared best practices. Strategy's Expected Result/Impact: Increase student enrollment Staff Responsible for Monitoring: APO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				