

**IDEA Public Schools**  
**Hidden Meadow Academy**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** October 6, 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: October 6, 2023

## Demographics

### Demographics Summary

IDEA Hidden Meadow Academy is a Title 1 campus that offers quality educational programs to students in grades Kinder through 5th grade. IDEA Hidden Meadow Academy is part of one of the fastest growing charter school networks in San Antonio. Currently, IDEA Hidden Meadow Academy has a rolling enrollment in the district with 444 students.

The school's demographic includes 72% Hispanic, 13% White, 11% African American, 70% economically disadvantaged, 8% with disabilities, and 12% English Language Learners.

### Demographics Strengths

Strengths of our demographics include:

- 81% Teacher Retention
- 92.11% Overall Persistence
- 87% of K-2 scholars reading on grade level

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. **Root Cause:** The lead team was not following up with high offenders throughout the school year.

**Problem Statement 2 (Prioritized):** 36 students did not persist with the school to the following school year. **Root Cause:** The lead team did not plan for a higher benchmark goal for EOY placement test.

# Student Learning

## Student Learning Summary

Reading K-2: 87% on grade level

Math K-2: To be determined

3rd Grade Reading: To be determined

3rd Grade Math: To be determined

## Student Learning Strengths

- Teachers were able to create rigorous lesson plans for K-2 math and 3rd grade reading and math.
- Teachers followed the K-2 reading program to fidelity.
- Teachers in K-2 implemented the reading comprehension program.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. **Root Cause:** The teachers focus more on decoding than encoding and unpacking text.

**Problem Statement 2 (Prioritized):** School lacks vertical alignment across contents. **Root Cause:** The school did not have operating mechanisms for the APIs and teachers to plan content together and align the material strategically.

# School Processes & Programs

## School Processes & Programs Summary

- 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.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to 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 with the goal of developing 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.

## School Processes & Programs Strengths

- Leaders spend 80% of their day in classroom, providing feedback to teachers and scholars.
- Teachers receive daily communication through grade level huddle, grade team leaders, school newsletters, and school calendars.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The school does not have a consistent system to track ADA infractions that is available to all. **Root Cause:** The school did not have an assistant principal of operations until March that was overseeing this system.

**Problem Statement 2 (Prioritized):** Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment. **Root Cause:** We did not have a normed escalating matrix to respond to extreme behavior concerns.

# Perceptions

## Perceptions Summary

Scholar persistence: 93.50%

Teacher persistence: 81%

## Perceptions Strengths

- There was improvements for our Welcome to IDEA events, to explain our systems.
- We held 5 major events that were in-person for families and 11 family monthly projects.
- Principal was able to interact with more families and reach out within 24 hours for parent concerns.
- Our receptionist created a tracker to ensure all family communication was completed.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Families did not hear from teachers with regular communication. **Root Cause:** Teachers replaced regular parent phone calls with notes in the planner.

**Problem Statement 2 (Prioritized):** Scholars did not receive regular guidance lessons from school counselor. **Root Cause:** The school counselor was shared with college prep and that made the calendar tighter to incorporate regular guidance lessons within the class.

# Priority Problem Statements

**Problem Statement 1:** K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%.

**Root Cause 1:** The lead team was not following up with high offenders throughout the school year.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 36 students did not persist with the school to the following school year.

**Root Cause 2:** The lead team did not plan for a higher benchmark goal for EOY placement test.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills.

**Root Cause 3:** The teachers focus more on decoding than encoding and unpacking text.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** School lacks vertical alignment across contents.

**Root Cause 4:** The school did not have operating mechanisms for the APIs and teachers to plan content together and align the material strategically.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The school does not have a consistent system to track ADA infractions that is available to all.

**Root Cause 5:** The school did not have an assistant principal of operations until March that was overseeing this system.

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

**Problem Statement 6:** Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment.

**Root Cause 6:** We did not have a normed escalating matrix to respond to extreme behavior concerns.

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

**Problem Statement 7:** Families did not hear from teachers with regular communication.

**Root Cause 7:** Teachers replaced regular parent phone calls with notes in the planner.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Scholars did not receive regular guidance lessons from school counselor.

**Root Cause 8:** The school counselor was shared with college prep and that made the calendar tighter to incorporate regular guidance lessons within the class.



**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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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.

## Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

## 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

# Goals





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

**Performance Objective 1:** HMA achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** benchmark assessments and mock exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately.</p> <p><b>Strategy's Expected Result/Impact:</b> Each child will make growth in their exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, and content teacher</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. <b>Root Cause:</b> The teachers focus more on decoding than encoding and unpacking text.</p>





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

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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HB4545 tracker by student

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventionist will lead tutoring during elective times, afterschool, and on Saturdays for 4545 scholars.  <b>Strategy's Expected Result/Impact:</b> Scholars will improve their exam scores.  <b>Staff Responsible for Monitoring:</b> Principal &amp; Interventionist</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math  <b>- ESF Levers:</b> Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Intervention Teacher - Title I, Part A (4120)</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. <b>Root Cause:</b> The teachers focus more on decoding than encoding and unpacking text.</p>

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

**Performance Objective 3:** HMA will have 30% of SPED Students attain approaches in STAAR by June 2024.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SPED teachers will track scholar data and sub-pops strategically within the classroom and after class with exit tickets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase data awareness for special pop groups and intervene as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and 2 SPED teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 4:** HMA Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** benchmark exams, mock assessments, end of quarter PTGS with comparison to last year's exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess academic achievement for each student in the school in domains (1-2) using locus dashboard.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars increase their data from last year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and API</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 87% of scholars reached grade level, but our scholars are lacking comprehension and writing skills. <b>Root Cause:</b> The teachers focus more on decoding than encoding and unpacking text.</p>

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

**Performance Objective 5:** HMA Third-grade students performing at or above grade level in math 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 exams, mock assessments, end of quarter PTGS with comparison to last year's exams







**Goal 2:** Increase student persistence

**Performance Objective 1:** HMA will 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**

**Evaluation Data Sources:** surprise walk throughs by the region

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HMA staff will be trained on safety expectations by end of August 2023 in order to follow all safety rules.  <b>Strategy's Expected Result/Impact:</b> HMA staff will know our security measures and be able to share with the class and community.  <b>Staff Responsible for Monitoring:</b> Principal, APO, FM</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> 36 students did not persist with the school to the following school year. <b>Root Cause:</b> The lead team did not plan for a higher benchmark goal for EOY placement test.</p>

**Goal 2:** Increase student persistence

**Performance Objective 2:** HMA 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.

**Evaluation Data Sources:** Meeting Log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Timely communication to families regarding school events to promote family engagement and attendance.  <b>Strategy's Expected Result/Impact:</b> 80% parent participation of meetings  <b>Staff Responsible for Monitoring:</b> Principal, APO, School Counselor</p> <p><b>Title I:</b> 4.2  <b>Problem Statements:</b> Demographics 2  <b>Funding Sources:</b> - Title I, Part A (4120) - \$1,602.74</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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:**





Demographics
<p><b>Problem Statement 2:</b> 36 students did not persist with the school to the following school year. <b>Root Cause:</b> The lead team did not plan for a higher benchmark goal for EOY placement test.</p>

**Goal 2:** Increase student persistence

**Performance Objective 3:** HMA will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

**High Priority**

**Evaluation Data Sources:** National Survey of program verification

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School counselor will schedule out lessons (bullying, personal boundaries, reporting) for each grade level by October and personally deliver the lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Build awareness around harmful effects of bullying and how to handle these situations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, School Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> 36 students did not persist with the school to the following school year. <b>Root Cause:</b> The lead team did not plan for a higher benchmark goal for EOY placement test.</p>

**Goal 3:** Increase student daily attendance

**Performance Objective 1:** HMA will have 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 70%.

**Evaluation Data Sources:** IHT Monitor Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grades 3-5 will place IHT monitors at the start of the day (vs their elective period) in order to accumulate minutes on their watch throughout the entire day.</p> <p><b>Strategy's Expected Result/Impact:</b> Accumulate minutes for whole day vs only one period</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PE coaches</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 1 Problem Statements:**

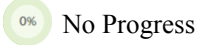
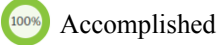
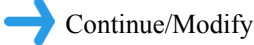

Demographics
<p><b>Problem Statement 1:</b> K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. <b>Root Cause:</b> The lead team was not following up with high offenders throughout the school year.</p>
<p><b>Problem Statement 2:</b> 36 students did not persist with the school to the following school year. <b>Root Cause:</b> The lead team did not plan for a higher benchmark goal for EOY placement test.</p>

**Goal 3:** Increase student daily attendance

**Performance Objective 2:** HMA will achieve a 97% annual attendance rate for the 23-24 school year.

**High Priority**

**Evaluation Data Sources:** ADA daily report from SIS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Revise ADA escalation matrix to hold families accountable to absences.  <b>Strategy's Expected Result/Impact:</b> Less frequent offenders  <b>Staff Responsible for Monitoring:</b> Principal, APO, SIS, homeroom teachers</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> K-3rd grade attendance is at 93.50%, which is 3.5% below the target benchmark of 97%. <b>Root Cause:</b> The lead team was not following up with high offenders throughout the school year.</p>

**Goal 4:** Increase staff retention

**Performance Objective 1:** HMA will have 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.

**Evaluation Data Sources:** SDC performance report from national team

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> Teachers increase GET rubric ratings</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> Scholars with extreme behavior were not addressed consistently and created disruptions in the learning environment. <b>Root Cause:</b> We did not have a normed escalating matrix to respond to extreme behavior concerns.</p>

**Goal 4:** Increase staff retention

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

**High Priority**

**Evaluation Data Sources:** staffing roster

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit and hire high quality candidates per role by using high quality resume criteria  <b>Strategy's Expected Result/Impact:</b> 80% of staff agree we hire quality candidates  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5  <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 36 students did not persist with the school to the following school year. <b>Root Cause:</b> The lead team did not plan for a higher benchmark goal for EOY placement test.</p>

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



# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Teacher		\$0.00
2	2	1			\$1,602.74
<b>Sub-Total</b>					\$1,602.74
<b>Budgeted Fund Source Amount</b>					\$1,602.74
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$1,602.74
<b>Grand Total Spent</b>					\$1,602.74
<b>+/- Difference</b>					\$0.00